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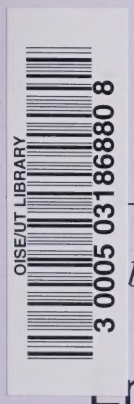
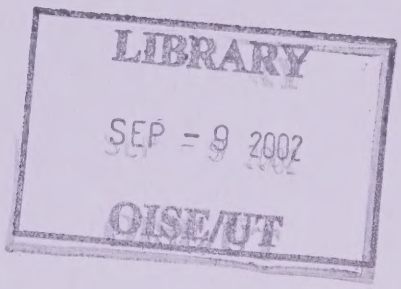


Course Profiles

blic District School Board Writing Partnership

English



Course Profile

English

Grade 12
College Preparation
ENG4C

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2002

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Associations: English Language Arts Network (ELAN)

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Course Overview
English, ENG4C, Grade 12, College Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000.*
Prerequisite: English, ENG3C, Grade 11, College Preparation

Course Description

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts, and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

Course Notes

The aim for this course is to have students identify key issues that are relevant to their lives during the transition from high school to college or other destinations. Teachers prepare the course using timely and relevant examples of literature, informational text, and media resources. The course begins with Tuning In, a unit focusing on relationships with special emphasis on the relationships formed in working situations. This unit is followed by Signing Up, a unit which addresses the ideas of postsecondary options. The third unit is Signing Off, in which students become aware of the financial issues that will face them as college students and/or employees. The fourth unit Stepping Out is the culminating unit which involves a final report and tutorial session during which the students discuss a topic of their choice that reflects at least two key ideas from the units.

Students need to create a section in their binder specific to Modern Language Association (MLA) documentation to have access to the information for proper citation of sources in order to avoid plagiarism.

In addition, students should keep an ongoing portfolio. The portfolio is a product that students use as part of the ongoing writing program. Teachers are involved in this process as they read all the material and provide anecdotal feedback. As a final summative assessment in the form of an exam or in class task, the teacher may have students revise a draft and develop a final copy. This applies to all written assignments completed in the course.

In work that requires contact with members of the community, students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that people may choose not to respond at all to questionnaires or surveys.

The culminating unit activities (4.1 - 4.11) are embedded into Units 1-3 after the necessary skills have been taught. Each activity has been labelled ISU (Independent Study Unit) to easily identify it as part of the course culminating activity. The culminating unit activity is ongoing and will require a significant amount of time. In addition, tutorial groups should be formed at the beginning of the course. These groups are to be used as a reflective working group where students can brainstorm and work on tasks from the culminating unit activities together.

Units: Title and Time

Unit 1	Tuning In	28 hours
Unit 2	Signing Up	30 hours
* Unit 3	Signing off	30 hours
Unit 4	Culminating Unit—Stepping Out – Independent Study Unit (ISU)	22 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Tuning In

Time: 28 hours

Unit Description

This introductory unit explores relationships and emphasizes literacy, critical thinking and communication skills while focusing on establishing and maintaining appropriate style and tone to suit specific audiences. Students explore relationships through a variety of informational texts, literary texts, and media. The culminating activity for this unit is the creation of a one-act play with a letter of transmittal that students would use to submit their work to a publishing company.

Unit Overview Chart

Cluster/ Time	Learning Expectations	Assessment	Focus
4.1 Stepping Where? (ISU) 3 hours	WRV.01, WRV.02, WR1.01, WR1.02	Application Knowledge/ Understanding Formative self-assessment checklist Formative anecdotal feedback	An introduction to the final report and tutorial session (ISU). Introduction to the course culminating activity or ISU which will be both a report and a tutorial presentation. Provision of ISU handout to student. Establishment of tutorial groups. Provision of sample reports to tutorial groups to examine as models. Deconstruction of the sample reports to identify various components. Analysis of how the elements of the report reinforce its conclusions. Listing of these report elements in student notebooks for future reference. Examination of a report reference page and copying of examples of references. Use of a variety of resources to practise citing and referencing using MLA.
1.1 What We Know: Relation-ships 1 hour	LGV.01, WR2.02	Knowledge/ Understanding Application Formative learning skills Diagnostic response rating scale	Investigation of relationships through brainstorming the kinds of relationships that exist, reading of a short work of fiction, or examination of a clip from a television episode in order to create a chart of qualities which are valued and not valued in relationships. Response journal entry regarding the qualities that are valued in relationships.

Cluster/ Time	Learning Expectations	Assessment	Focus
1.2 The Tone is the Thing! 2 hours	WRV.02, WR2.02, LGV.01, LI1.01	Knowledge/ Understanding Application Communication Formative checklist	Discussion of the concept of tone by examination of a dialogue with a focus on the tone of voice and using a variety of other words; that can all be said using different tones to mean different things. Creation of a list of oral statements and a list of situations that invoke a tone to use for students to select, interpret, and role play illustrating tone in various situations. Reading a variety of short stories with different tones. Rewrite a paragraph from short stories using a different tone.
1.3 Tone It Up a Notch! 3 hours	LGV.01, LI1.01, WR2.02	Knowledge/ Understanding Application, Communication Formative anecdotal feedback	Presentation of a pre-reading activity such as brainstorming issues related to the play, followed by introduction of a one-act play, re-capping the idea of tone. Student reading of play with analysis of the relationship and dialogue used to convey the tone they use with one another. Explanation of the appropriateness of the tone; how tone differs with different relationships. Group analysis of tone of a segment of a TV program or film; re-writing of the scene using a different tone with presentation of both pieces to the class for discussion.
1.4 Introducing … Relation-ships 2 hours	LGV.01, WR2.02, MD1.02	Knowledge/ Understanding Application Formative learning skills Summative rating scale	Exploration of the effect of gender, culture, age and environment on tone. Reading a short story and viewing of a film to examine the relationships and the effects on tone.
1.5 How Do Our Relation-ships 'Ad' up? 5 hours	MD1.01, MD1.02, MD1.03	Knowledge/ Understanding Thinking/ Inquiry, Application Formative observation checklist Summative presentation rubric	Exploration of the relationships that exist between consumers and media producers. Presentation of advertising techniques and approaches used to create consumer interest and need in a product. Examination of a variety of media works to explore the concept of audience, identification of target audience, and reasons why this is the target audience. Examination of two different advertisements and deconstruction of them as a class with a focus on audience and the relationship between the producer and the consumer.

Cluster/ Time	Learning Expectations	Assessment	Focus
			Discussion about whether the relationship between media and consumer is successful by surveying students about the ad's effectiveness. Presentation of deconstruction, peer opinion and advertisement.
1.6 Relation-ship Research 3 hours	WRV.02, WRV.04, WRV.05, LI1.01, LG1.03, LI3.01, WR2.02, WR4.02, MD1.02	Knowledge/ Understanding Thinking/ Inquiry, Application Communication Formative oral presentation rubric	Presentation of research articles about the types of relationships to groups. Review of expository writing, and the elements of an article, including an abstract. Reading of articles in groups and identification of purpose, supporting evidence, key ideas. Writing a summary of an article and presentation of concepts to class.
4.2 Inquiring Minds (ISU) 1 hour	WRV.01, WRV.02, WR1.01, WR1.02	Knowledge/ Understanding, Thinking/ Inquiry, Application Formative anecdotal feedback	Brainstorming of topic ideas for their ISU. Development of inquiry questions for use to identify potential topics. Identification of investigation topics for final report.
1.7 Examining the Play 6 hours	LGV.01, WRV.05, LI1.01, LI1.05, LI2.01, LI3.01, WR2.02, MD1.02	Knowledge/ Understanding Thinking/ Inquiry, Application Communication Formative learning skills	The tone of the play (Intensive Study) Presentation of pre-reading strategies for a play. Instruction and reviewing of the conventions and structures of a play. Presentation of a play for students to read and act out. Student reflection on play's relationships, discussion of tone and analysis of dialogue and quotations in play.
4.3 Hunting and Gathering (ISU) 2 hours	LI2.02, LI2.03, LI3.04	Thinking/ Inquiry, Application Formative feedback	Recapping of research skills. Gathering of necessary resources, both primary and secondary for their research report. Organization of collected information.

Cluster/ Time	Learning Expectations	Assessment	Focus
1.8 Play it Up! 6 hours	LIV.02, WRV.03, WRV.04, WR2.01, WR2.02, WR4.02	Knowledge/ Understanding Thinking/ Inquiry, Application Communication Summative rating scale assessment	Script writing, script format and specifying the required length of a student written one-act play focusing on different types of relationships. Letter of transmittal to a publishing company. Creation of play and letter. (Time may only allow an outline and opening scene.) Revision of play and letter using a peer-editing round robin. Presentation of plays or play outlines.
4.4 Charting and Graphing (ISU) 2 hours	WRV.03, WR1.02, WR2.01, LI2.03	Thinking/ Inquiry, Application, Communication Formative anecdotal feedback Formative learning skills	Providing tutorial groups with the next example of reports to examine the use of graphs and charts. Students graph and chart a variety of information while using computer lab time to work on producing a high quality graphic.

Unit 2: Signing Up

Time: 30 hours

Unit Description

This unit emphasizes consolidations of literacy, critical thinking, and communication skills with a focus on examining postsecondary options. Students analyse informational texts, literary works and media works from various time periods and cultures; create essay organizers, essays, job advertisements, letters of applications and short scripts. They analyse the interactions among media forms, audiences, and media industry practices. An important focus is on establishing appropriate style and using business and technical language effectively. In the unit's culminating activity, students write a five-paragraph essay about a possible career destination that is of interest to them.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
2.1 What's after High School? 2 hours	LIV.01, LI2.02, LI3.03, WR2.01, WR5.04	Application Communication Knowledge/ Understanding Thinking/ Inquiry Formative learning skills Diagnostic response	Brainstorming of postsecondary options, particularly those at college. Creation of a chart with examples of options in each category. Identification of people students know who chose these options. Reading an informational text about options for postsecondary; discussion of the options brought forth in addition to the discussion of the content of the informational text; identification of the components of form and language used.

Cluster	Learning Expectations	Assessment	Focus
			Presentation of the elements of style in poetry, and song lyrics. Presentation of a model poem or song for students to identify poetic elements. Student collection of poems or songs about choices of careers, the future, controlling one's fate or destiny and presentation of songs to class. Student discussion of the elements of style in the lyrics. Reviewing parallel structure in writing. Writing a response to one poem or song.
2.2 Where in the World of Work for College Graduates? 5 hours	LGV.02, LG2.01, LG2.03, WR5.04, MD1.01, MD1.02, MD2.01, MD2.02, MDV.01, MDV.02	Thinking/ Inquiry Application Communication Summative rating scale	Instruction to students that the following activities will assist them in developing their research and analysis skills. Interviewing an adult about the break-down of tasks in their work day in preparation for a comparison. Creation of a Venn diagram analysing workday differences. Presentation from Ontario Employment Job Centre: What do students need to be planning for their move into the workplace? Explanation of entrepreneurship with examples. Discussion of what is needed to be an entrepreneur. Viewing biographies of famous entrepreneurs. Analysing the media through discussion of representations, messages, form, purpose, production options. Reading a variety of informational texts about entrepreneurs. Creation, in groups, of a video biography of an entrepreneur either from the community or from other media forms.
4.5 Selection of Two Main Units (ISU) 2 hours	LI2.03, LG1.01, LG1.03	Thinking/ Inquiry Application Communication Formative anecdotal feedback Summative rating scale	Student selection of theme for the final report. Presentation of the next set of reports to tutorial groups to examine the technical and business language used. Student analysis of specialized language used. Examination of vocabulary extensions. Comparison of the abstract and the report. Creation of an abstract for another report using the specific language.

Cluster	Learning Expectations	Assessment	Focus
4.6 Research (ISU) 2 hours	WR1.02, WR5.01, WRV.01, WRV.02, LI1.02, LI1.04	Thinking/ Inquiry Application Communication Formative learning skills	Gathering and organizing research information. Presentation of the next set of reports to tutorial groups to examine primary and secondary resources and their citations.
2.3 What Is College like? 4 hours	LIV.03, LI1.01, LI1.02, LI3.01, WR5.04, WRV.01, WRV.03, WRV.04	Application Communication Knowledge/ Understanding Thinking/ Inquiry Formative checklist Formative learning skills	Reading an essay, such as "University Days" and discussion of the effect of social, economic and different time periods. Presentation of formal interview question format. Reviewing sample effective questions; preparing for an interview for college students using open-ended and closed questions. Interviewing former students to acquire information about programs and college expectations through an organized and supervised panel discussion or classroom visit. Participation in a tour of a local college. Discussion of what skills college bound students need. Identification of what program options are available. Completion of an essay organizer that identifies three courses or areas of study that are of interest to the students. Drafting of an essay and completion of a good copy.
4.7 Interviews (ISU) 2 hours	WRV.01, WR5.01, LGV.01, LG1.04, LG2.01	Thinking/ Inquiry Application Communication Formative feedback	Student organization of an interview. Reviewing interview questions and MLA documentation of primary sources. Interviewing individuals for primary resource information.
2.4 What about Practical Experience? 4 hours	WR5.04, WRV.01, WRV.03, LG2.03, LI1.03, LI2.03, LI3.01, LI3.02, LI3.03	Application Communication Knowledge/ Understanding Formative checklist Summative rating scale	Organization of presentation from the Ontario Youth Apprenticeship Program (OYAP) where this applies to post college careers. Preparation of students for online search of OYAP information; asking them what they anticipate the website to be like, what kind of information they will find, who the intended audience will be, and what the purpose of the information will be. Presentation of MLA formatting for newspaper articles and on line sources. Student researching of OYAP online and identifying options OYAP presents in a chart.

Cluster	Learning Expectations	Assessment	Focus
			Reading a variety of newspaper articles about OYAP experiences and completing an organizer detailing the information provided using the following headings: citation, type of experience, length, education, etc. Deconstruction of news article. Discussion of how authors use rhetorical devices to enhance meaning and its effectiveness. Identification of clear and effective sentences. Research of apprenticeship options in the local community. Creation of a newspaper article detailing an apprenticeship experience in the community while focusing on clear and effective sentences.
4.8 Proposal (ISU) 3 hours	WRV.03, WR2.01, WR2.02, WR3.01, WR5.01, LG1.03	Knowledge/ Understanding Application Communication Formative learning skills Formative peer-editing checklist Formative anecdotal feedback	Presentation of the next report to tutorial groups to analyse the implementation of information, ideas and quotations. Review of the effective use of quotations Identification, using quotations appropriately in the proposal, of the theme for their report using a template, appropriate level of language and voice while demonstrating proper memo/email format with a list of resources. Peer editing for appropriate language and style. Submission of good copy. Conferencing in their tutorial groups with the teacher. Selection of presentation date for each tutorial group.
2.5 What Is Available in Our Community? 4 hours	LI1.01, LI1.05, WR2.02, WR4.01, WR4.02, WR4.03	Thinking/ Inquiry Communication Formative peer assessment and if possible employer assessment	Explanation of the purpose and function of the Chamber of Commerce. Researching of Chamber's role in the community by examining newspaper articles; a class visit from coordinator. Viewing of job opportunities for collage graduates in the community. Searching online to identify the skills and experiences needed for a variety of jobs available in the community. Identification of the types of experiences and skills that are needed for jobs available in the community, for college graduates. Creation of an application letter to a small business owner citing skills and experiences that would be an asset. Selection of the appropriate level of language and appropriate voice.

Cluster	Learning Expectations	Assessment	Focus
			Revision for expression, effective style and content. Submission of a good copy of the application letter. Invitation of local employers to provide feedback on the letters.
2.6 Where Do I Sign up? 4 hours	WRV.05, WR4.02, WR4.03, WR5.02, MDV.01, MD1.01	Knowledge/ Understanding Thinking/ Inquiry Application Communication Formative learning skills Formative rating scale Summative marking scheme	Introduction of the military as an option for college graduates. Discussion of student opinions and biases of the military, and the branches of the military. Reading of text about life in the military. Viewing of movie excerpts or news clips depicting military life for men, women and minorities. Discussion of how the media portrays people in the military and the options for men and women. Viewing of military advertisements used to attract people from past and present while noting the changes over time to include women and visible minorities; analysing the representation of minorities. Reading articles discussing the personnel requirements of military. Creation of job advertisements for someone entering the military. Participation in a round-robin proof-reading session. Revision of the ad to improve expression and style. Production of a newspaper ad using publishing software.
2.7 What Are Some Alternatives? 3 hours	MDV.01, MD1.01, MD1.02, MD1.03, MD1.04, LG2.03, LG1.04, LGV.01, LGV.02, WRV.04, WR4.01	Knowledge/ Understanding Thinking/ Inquiry Application Communication Formative learning skills Formative rating scale	Brainstorming of a number of alternative types of employment, where college programs would be beneficial. Viewing documentaries about various options. Discussion of the messages communicated, the intended audience, biases, the popularity of some documentaries, and distribution. Creation of a summary detailing the media analysis of a documentary. Peer editing and revision. Production of a polished copy.

Cluster	Learning Expectations	Assessment	Focus
2.8 What Are My Options? 4 hours	LI1.01, LI1.02, LI1.04, LI1.05, WRV.01, WR1.01, WR1.02, WR1.03, WR2.02, LG1.05, LG2.01	Knowledge/ Understanding Thinking/ Inquiry Application Communication Formative self-assessed checklist Summative expository essay rubric	Discussion of personal options with partner. Reading of informational essays about choices. Deconstruction of an essay to identify the elements of an expository essay. Preparation of interview questions for potential interviewee in interested field of examination for college postsecondary endeavours. Interview of a person who is involved in the field of interest, followed by research of the area. Writing an expository essay which includes: an analysis of the influence of social, cultural and economic factors in an informational text; a comparison between ideas and perspectives; and an analysis of ideas. Referencing primary and secondary sources.

Unit 3: Signing Off

Time: 30 hours

Unit Description

Students read and write short stories, and letters to companies, use different mediums to communicate, and analyse text. In addition, an action plan to improve their communication skills, enhance their scripting skills, and develop their informal report skills is created. The activities in this unit build on existing experiences that students have in other courses. While the theme in the content is on finances for students, the focus on language development and communication skills is maintained. As a culminating activity, students participate in a Financial Fair by creating a visual presentation for other young adults. The presentation addresses a number of issues related to finances. These may include a major purchase, applying for a credit card or OSAP, determining the cost of college, renting or buying a home; it may also include another financial issue relevant to student life.

Unit Overview Chart

Cluster	Learning Expectations	Assessment	Focus
3.1 What Do You Know about Money? 6 hours	LIV.01, LIV.02, WRV.03, WR1.02, WR2.02, WR3.02, WR4.01, WR5.04, LI1.01, LI1.04, LGV.01, LG1.01, LGV.02, LG1.04, LG2.01,	Knowledge/ Understanding Thinking/ Inquiry Application Diagnostic quiz Formative peer-editing checklist Formative peer assessment rating scale	Completion of a diagnostic quiz (How good are you with your money?) assessing their knowledge of financial terms and concepts, with discussion of answers. Reading an essay such as Stephen Leacock's "My Financial Career." Writing a short expository piece describing their own personal "financial career" or experiences with money. Reading a modern piece of literature that details the use of money. Presentation of facts about finances in the past and present.

Cluster	Learning Expectations	Assessment	Focus
	LG2.05, LG2.04	Formative learning skills	Formation of expert groups who research different time periods; they are to find out how people earned, spent and saved money in that time period. Creation of a brief informational presentation. Using the jigsaw method, experts in the group share their findings with other peers. Brainstorming, in their tutorial groups, the Pros/Cons of today's financial world such as debit cards, credit cards, part-time jobs. Creation of an expository piece describing how money will be used in the future.
3.2 Be Informed about Money 3 hours	LG1.01, LG1.02, LI1.01, LI1.02, LI1.03, LI3.01, WRV.03, WRV.04, WRV.05, WR1.02, WR1.03, WR3.01, WR4.02, WR4.04, LI1.04, LI2.03, WRV.04, WRV.05, WR2.01, WR3.02, WR4.03	Knowledge/ Understanding Thinking/ Inquiry Application	Development of a financial vocabulary list and analysis of the origin and roots of these words to use in culminating activity. Examination of various newspaper and magazine articles along with various websites about money management. Determination of effectiveness of these various forms using a criteria list developed by the class – Did they reach their target audience? Were they helpful to young adults? Comparison of two different media forms on the same topic; creation of a series of paragraphs about which form appealed to them and why, e.g., newspaper and TV ads for new cars. Selection of either the best or worst article/website that they found; creation of a letter to the company either commending or complaining about the effectiveness of the article/website; offering suggestions to help make the article/website more appealing to young adults.
3.3 Financial Media Messages 4 hours	MD1.01, MD1.02, WRV.01, WRV.03, WR1.02, WR2.01, WR2.02, WR3.02, WR4.01, WR5.04	Knowledge/ Understanding Thinking/ Inquiry Application	Introduction of the topic of money management pointing out that it is a learned skill. Showing a variety of film clips to illustrate how people have and have not handled money well using a T-chart titled "Sound and Unsound Practices" in the world of money. Student analysis of a variety of literature excerpts, media and songs that have the theme of money using a Media Analysis Form and the T-chart. Completion of a comparison/contrast graphic organizer of the film clips. Use of the organizer to write a comparison/contrast summary that will comment on the above- mentioned themes; explain how form and techniques convey messages to their audiences.

Cluster	Learning Expectations	Assessment	Focus
			Creation of a visual representation using a Venn diagram or T-chart of a variety of media and literary texts studied to demonstrate an understanding of the relationship among form, purpose and audience.
4.9 First Draft (ISU) 1 hour	WRV.05, WR1.03, WR1.04, WR2.02, WR3.01, WR4.04	Knowledge/ Understanding Application Communication Formative peer assessment Formative feedback and checklist	Teacher conferencing with tutorial group; allowing for amendments to proposals. Provision of the next report to the tutorial groups to discuss effective examples of information and ideas. Students assess the information and ideas to determine whether they are sufficient, reliable, credible, and suitable. Provision of a checklist to use while working on first draft. Students work independently on the first draft of report. Provision of ongoing teacher-student and teacher-group conferencing. Students provide ongoing peer editing of work in tutorial groups. Submission of first draft.
3.4 Financial Advertising 3 hours	WR1.02, LI2.03, LI3.03, LI3.04, MD1.02	Knowledge/ Understanding Thinking/ Inquiry Application Formative ad re-design checklist Formative anecdotal feedback about action plan	Examination of a variety of advertisements whose focus is on making a financial decision, e.g., car leasing, RRSP contributions. Creation of a list of techniques that companies use to sell their ideas. Re-design of one of the advertisements to better meet the needs of a young adult audience. (The new ad must have a written explanation attached to it to identify the techniques used and why the ad would be more appealing to young adults in the new version.) Presentation of the re-designed ad and explanation to the class. Writing an action plan to improve their oral communication skills.
4.10 Revisions (ISU) 1 hour		Formative learning skills Formative checklist and feedback	Reading over feedback from peers and teacher. Creation of an action plan to work on revisions of problem areas. Working independently on final copy.
3.5 Financial "Experts" 2 hours	LG1.04, LG2.02, LG2.03, LG2.04, WR2.01, WR3.01	Knowledge/ Understanding Thinking/ Inquiry Application	Arrangement of a guest speaker to speak about student financial issues. A banker or credit counsellor would be informative. Information about OSAP should be included.

Cluster	Learning Expectations	Assessment	Focus
		Formative checklist for interview questions Summative rating scale	Student creation of questions for the speaker. Presentation by former student about immediate costs of postsecondary living. Creation of telephone conversation script where one person is giving financial advice to another person.
3.6 Extra Extra!! Read All about It! 6 hours	LI1.03, LG1.01, WRV.03, WRV.04, WRV.05, WR2.01, WR2.02, WR3.02	Knowledge/ Understanding Thinking/ Inquiry Application Formative anecdotal feedback in learning log Summative – the informal report is evaluated using a rating scale	Presentation of pre-reading strategies to engage students in the topic of the play. Reading a play, such as *A Raisin in the Sun or An Enemy of the People*. Analysis of the play according to the elements the author used, how these elements enhance meaning, and character interpretation. The focus will be on how these elements portray the theme of finances, with use of a learning log for tracking. Writing a report or short essay to analyse how the author uses different elements and character development to illustrate a financial message.
3.7 Financial Fair 6 hours	WR3.02, WR2.02, LI1.03, WR4.04, WR5.01, WR5.02, LG2.04, LG2.05, MD2.01, LG2.01	Knowledge/ Understanding Thinking/ Inquiry Application Formative memo checklist Formative peer editing checklist Formative anecdotal feedback Summative evaluation using rubric	Preparation of a presentation on a financial topic of their choice. Students must also create a hand-out version of their presentation to give to their peers. Selection of a financial issue to investigate; development of a memo to the teacher indicating the topic and plan of action to complete the project. Research of topic to include: - a visual presentation of information; - a piece of literature or informational article to support their claims; - a hand-out to give other students about their topic. When the projects are completed, other Grade 12 classes may be invited in to view the boards and discuss the financial issues with students.

Cluster	Learning Expectations	Assessment	Focus
4.11 Final Draft of Report and Tutorial Session (ISU) 3 hours	Report: LI1.02, WR1.03, WR3.01, WR5.04, LI1.01, LI1.04 Tutorial session: LGV.01, LGV.02, LG1.04, LG2.01, LG2.02, LG2.03	Knowledge/ Understanding Thinking/ Inquiry, Application, Communication Summative evaluation with rubric (See Appendix)	Submission of Final Report. Participation during tutorial session. Presentation in tutorial groups. Reviewing for final written exam or observation of tutorial sessions.

Unit 4: Course Culminating Activity: Stepping Out

Time: 22 hours

Unit Description

Students write a formal report that is based on the course units and share their findings in tutorial sessions with two or three other students. This unit will take place over the entire course. The tutorial sessions involve student participation in a conference group for the duration of the course. The presentation will require them to present their research conclusions and engage the group in discussion. Students choose a topic of interest to them or choose from a list of suggestions provided by their teacher and incorporate two of the major elements from two different units in the course. For example, a student selects "College" as a topic to examine and incorporates financial needs and types of programs as elements. The process includes a proposal of the topic with preliminary sources, a formal report, which includes a cover page, abstract, table of contents, introduction, body, recommendations, conclusion, appendices and works cited. Students use a variety of texts examined in and out of class, primary research (interviews) as well as detailed issues relevant to their own needs and interest. As part of the process, students should be placed in conference groups; these groups should remain constant throughout the semester. The goal of these groups is for students to have a group with whom they can offer ideas, and elicit assistance and feedback. In the final evaluation week of school, these conferencing groups can be used as tutorial groups in which the students present and discuss their report.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
4.1 Stepping Where? An introduction to the final report and tutorial session 3 hours	LGV.02, WR5.01, LIV.01, LIV.02, LI2.01	Application Knowledge/ Understanding	See Unit 1, Activity 1 for complete details.
4.2 Inquiring Minds 1 hour	WR1.01, WR1.02, WRV.02, WRV.01	Knowledge/ Understanding Thinking/Inquiry Application	See Unit 1, Activity 6 for complete details.
4.3 Hunting and Gathering 2 hours	LI2.02, LI2.03, LI3.04	Thinking/Inquiry Application	See Unit 1, Activity 7 for complete details.
4.4 Charting and Graphing 2 hours	LI2.03, WRV.03, WR1.02, WR2.01	Thinking/Inquiry Application Communication	See Unit 1, Activity 9 for complete details.
4.5 Selection of Two Main Units 2 hours	LI2.03, LG1.01, LG1.03	Thinking/Inquiry Application Communication	See Unit 2, Activity 2 for complete details.
4.6 Research 2 hours	WR1.02, WR5.01, WRV.01, WRV.02, LI1.02, LI1.04	Thinking/Inquiry Application Communication	See Unit 2, Activity 2 for complete details.
4.7 Interviews 2 hours	WRV.01, WR5.01, LGV.01, LG1.04, LG2.01	Thinking/Inquiry Application Communication	See Unit 2, Activity 3 for complete details.
4.8 Proposal 3 hours	WRV.03, WR3.01, WR2.01, WR2.02, WR5.01, LG1.03	Knowledge/ Understanding Application Communication	See Unit 2, Activity 4 for complete details.
4.9 First Draft 1 hour	WRV.05, WR1.03, WR1.04, WR2.02, WR3.01, WR4.04	Knowledge/ Understanding Application Communication	See Unit 3, Activity 3 for complete details.
4.10 Revisions 1 hour	WRV.04, WRV.05, WR4.01, WR4.02, WR4.03, WR4.04, WR5.02, WR5.03	Knowledge/ Understanding Application	See Unit 3, Activity 4 for complete details.
4.11 Final Draft of Report and Tutorial session 3 hours	Report: WR1.03, WR3.01, WR5.04, LI1.01, LI1.02, LI1.04 Tutorial session: LGV.01, LGV.02, LG1.04, LG2.01, LG2.02, LG2.03	Knowledge/ Understanding Thinking/Inquiry Application Communication	See Unit 3, Activity 7 for complete details.

Teaching/Learning Strategies

The students will experience a variety of classroom activities:

Whole-Class Activities

- Conduct Socratic lessons; provide review.
- Teach and model required skills in each of the strands.
- Create an atmosphere of trust and respect.
- Set up field trips, and video presentations.
- Invite guest speakers.
- Discuss literary works.

Small-Group Activities

The teacher should create circumstances in which students may sometimes work in collaborative groups. Students explore ideas, clarify their thinking, and gain insight and knowledge when they work together to solve a real problem or to reach a mutual goal.

- Writing groups
  - pre-writing activities, such as brainstorming, webbing, or listing
  - drafting
  - conference groups
  - revision and editing groups
- Dramatic readings and performances
- Research partners or workstation groups
- Focus groups for analysis
- Oral reports and presentations
- Reading conferences and book talks
- Oral reading groups for poetry and drama
- Response groups for informal discussion
- Tutorial groups for ISU

Individual Activities

The teacher should provide a variety of individual assignments to extend and consolidate the learning that takes place in the whole-class and small-group activities. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. The teacher plays an important role in supporting these activities through the provision of ongoing feedback to the students, both orally and in writing.

Teachers are encouraged to include individual activities such as the following in the course:

- Writing
  - Reading responses
  - Personal writing
  - Summaries
  - Report writing
  - Essay writing
  - Script writing
  - Business and technical writing
- Independent research assignments
- Oral presentations
- Homework assignments
- Student-teacher conferences

Assessment & Evaluation of Student Achievement

Assessment is defined as the collection of information on student achievement; evaluation is a judgement or decision based on the information collected over time. Under *The Ontario Curriculum, Grades 11 and 12: English, 2000*, assessment and evaluation are criterion-based activities linked to the provincial curriculum expectations and the Achievement Chart. Emphasis is placed on assessment tasks that are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate their knowledge and skills in a meaningful context. Self-assessment and self-monitoring are important components for students in the teaching/learning process.

The Achievement Chart for English is the basis for reporting on student progress, as outlined in *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000*. The assessment information accumulated throughout the course must be sufficient (in variety and frequency) to permit teachers to evaluate the highest consistent level of performance for each student.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of a final report and tutorial session along with the examination.

Accommodations

The following are examples of accommodations that can be provided to students as appropriate. Specific accommodations should be determined after consulting Individual Education Plans.

- Allow students who are extremely anxious about speaking in public to work in partners to share the speaking responsibilities. As well, allow them to do the smaller presentations in front of smaller groups rather than the whole class to build their confidence.
- Have the library staff assist students with their research endeavors.
- Allow students extra time to complete all assignments.
- Provide assistance in editing of written work.
- Allow practice reading time for any pieces that are read out loud, such as the play.

Support for special needs students is available in college programs. However, the responsibility lies with the students to access the support. Students should be encouraged to develop self-advocacy skills to identify accommodations required to prepare for college.

Resources

The following list provides general resources, which could be used throughout the course.

Aker, D. *Language and Writing 11*. Toronto: Nelson Thompson Learning, 2001. ISBN 0176197141

Adams, J., et al. *Reading and Writing for Success Senior*. Toronto: Harcourt Canada, 2001. ISBN 0774714905

Artichuk, F. *Echoes: Fiction, Media, and Non-Fiction*. Don Mills: Oxford University Press, 2001. ISBN 0195416309

Avery, H., et al. *Clear, Correct, and Creative*. Trent University: Academic Skills Centre, 1991. ISBN 096936841

Avery, H., et al. *Thinking It Through: A Practical Guide to Academic Essay Writing*. Trent University: Academic Skills Centre, 1989. ISBN 0969366833

Barklay, S., et al. *The Canadian Students' Guide to Language, Literature, and Media*. Don Mills: Oxford University Press, 2001. ISBN 0195416759

Resources for Unit 1

1.1 What We Know: Relationships

- Short works of fiction dealing with relationships
- Videos dealing with relationships

Simon Birch. Buena Vista Home Video, 1999. 786936091458

Basketball Diaries. Columbia Trista Home Video, 2000. 057373126646

10 Things I hate About You. Buena Vista Home Video, 2000. 786936094145

Romeo and Juliet

Children's films – 'Disney' conflicts and endings – e.g., *Little Mermaid*

Dealing with trauma – *Fly Away Home*

Pearl Jam's video for '*Jeremy*'

1.2 The Tone is the Thing!

Alexander, Lloyd. "The Two Brothers Found" in Illingworth, Barbara, et al. Passages: *Literature and Language*. Toronto: Gage Educational Publishing, 2001. ISBN 0771509545

Burton Nelson, Mariah. "My Mother, My Rival." Found in Krisak, J., et al. *Prose: Short Forms*. Scarborough: Prentice Hall Publications, 1990. ISBN 0137153015

Carrier, Roch. "A Secret Lost in the Water." Found in Farren, Lori, et al. *Imprints*. Toronto: Gage Publishing, 2001. ISBN 0771509405

Coakly, Lena. "Mirror Image." Found in Farren, Lori, et al. *Imprints*. Toronto: Gage Publishing, 2001. ISBN 0771509405

Jie, Zhang. "Love Must Not Be Forgotten." Found in Farren, Lori, et al. *Imprints*. Toronto: Gage Publishing, 2001. ISBN 0771509405

Johnston Phelps, Ethel. "Gawain and the Lady Ragnell." Found in Krisak, J., et al. *Prose: Short Forms*. Scarborough: Prentice Hall Publications, 1990. ISBN 0137153015

Keillor, Garrison. "Home Coming." Found in Krisak, J., et al. *Prose: Short Forms*. Scarborough: Prentice Hall Publications, 1990. ISBN 0137153015

Kirberger, K. *Teen Love Series* on Relationships. Florida: HCI Teens, 1999. ISBN 1558747346

Kirberger, K. *Teen Love Series* on Friendship. Florida: HCI Teens, 2000. ISBN 1558748156

Meyer,J., Meyer, S. *Teen Ink*. Florida: HCI Teens, 2000. ISBN 1558748164

Mowat, Farley. "The Snow Walker." Found in Krisak, J., et al. *Prose: Short Forms.* Scarborough: Prentice Hall Publications, 1990. ISBN 0137153015

Thomas, Theodore. "Test" Found in Farren, Lori. *Imprints*. Toronto: Gage Publishing, 2001. ISBN 0771509405

Valargdson, W.D. "An Act of Mercy." *Bloodflowers*. Canada: Oberon Press, 1999. ISBN 88750086

Valgardson, W.D. "Brothers." *Bloodflowers*. Canada: Oberon Press, 1999. ISBN 887500862

Valgardson, W.D. "The Burnin." *Bloodflowers*. Canada: Oberon Press, 1999. ISBN 887500862

Valgardson, W.D. "An Afternoon's Drive." Found in Valgardson, W.D. *Bloodflowers*. Canada: Oberon Press, 1999. ISBN 887500862

1.3 Tone It Up a Notch!

- Simpsons episodes

1.4 Introducing... Relationships

- Short stories dealing with relationships
- Examples of advice columnists

1.5 How Do Our Relationships Ad Up?

- Advertising techniques
- Magazines

1.6 Relationship Research

- Research articles about types of relationships

Clark, Gregory. "May Your First Love Be Your Last." Krisak, J., et al. *Prose: Short Forms*. Scarborough: Prentice Hall Publishing, 1990. ISBN 0137153015

Gergan, K. Gergan, M. *It's a Love Story*. Found in Krisak, J., et al. *Prose: Short Forms*. Scarborough: Prentice Hall Publishing, 1990. ISBN 0137153015

1.7 Who's Your Audience?

- examples of different types of mail

1.8 The Tone of the Play

French, David. *Leaving Home*. Don Mills: Anansi, 2001. ISBN 088786661

French, David. *Of The Fields, Lately*. Don Mills: Anansi, 1991. ISBN 0887845088

French, David. *Salt-Water Moon*. Toronto: Talon Books, 1991. ISBN 0889222576

Quan, Betty. "One Ocean." Found in Artichuk, Francine. *Echoes: Fiction, Media, and Non-Fiction*. Don Mills: Oxford University Press, 2001. ISBN 0195416309

1.9 Play It Up!

- examples of letter of transmittal

Resources for Unit 2

2.1 What's after High School?

Thorougood, George "Get a haircut and get a real job"

The Shananas "Get a Job"

Bruce Springsteen "The River"

Billy Joel "Allentown"

Alice Cooper "School's Out"

"David" by Earl Birney

"Warren Pryor"

"The Highwayman" by Alfred Noyes

Informational texts about postsecondary options

Elements of style in poetry

www.lyrics.com

2.2 World of Work

A&E biography on Bill Gates

A&E biography on Martha Stewart

Robinson, J. "Hot lemonade and sandals showcase entrepreneurship." *Prince Albert Daily Herald* (5 September 2001)

"Innovation essential for business." *The Edmonton Sun* (21 October 2001)

Kenna, K. "Call centres ring up a boom in India." *Toronto Star* (10 September, 2001)

- Video clips of different cultures work day and articles
- Entrepreneurial articles
- Ontario Agricultural Employment Services
- Toronto Star's 'Careers' Section has good material on an on-going basis.

2.3 College

- Formal Interview Format

"University Days"

Eby, A. "Which is better: College or university?" in *Elements of English.*

Vassanji, M.G. "Leaving" in *Elements of English.*

- College calendars from the Guidance Department.

2.4 What about Practical Experience?

Elia, D. "Student Apprentice gets career into gear." *The Toronto Sun* (3 October, 2001)

White, L. "OYAP program gets student wired for the future." *The Toronto Sun* (16 May, 2001)

Green, I. "OYAP student snips her way to a new career." *The Toronto Sun* (17 October, 2001)

White, L. "Apprentice builds solid foundation." *The Toronto Sun* (23 April, 2001)

Green, L. "OYAP student shift career into full speed." *The Toronto Sun* (24 October 2001)

French, C. "OYAP program turns pipe dreams into reality." *The Toronto Sun* (02 May 2001)

2.5 Chamber of Commerce

2.6 Military

May, K. "Military recruitment drive halfway to reaching goal." *Ottawa Citizen* (11 October 2001)

Morgan, T. "Make Love, Not War.... as long as everyone else does, too." *Business Journal*, Vol. 14, Issue 23 (09 June 2000): 27.

Steignman, D. "Opportunities in the military." *Black Collegian*, Vol. 24, Issue 4, (Mar/Apr, 1994): 94.

- Movie about the Military
- Materials available for RMC

2.7 What Are Some Alternatives?

Bowen, N. "Priesthood still attractive to some young men." *Sarnia Observer* (30 August 2001)

Hoop Dreams

Sailes, G. "Professional Athletes: Cultural Icons or Social anomalies?" *USA Today* (September 2001)

"Ways to attract Canadian men to the priesthood." *St. Catharines Standard* (11 August 2001)

Boom, Bust & Echo

2.8 What Are My Options?

- Informational essays about choices
- Websites dealing with interview questions

Resources for Unit 3

See developed unit

Carr, Nancy, "Credit Card Smarts: How to Prosper with Plastic" the *Toronto Star*

MacQueen, Ken, "Shop Until You Drop," *Maclean's* (Oct.15, 2001)

Miller, Arthur, "Death of a Salesman"

Nowlan, Alden, "Warren Pryor"

Richler, Mordecai, "The Apprenticeship of Duddy Kravitz"

Silverstein, Shel, "Smart"

Stein, Gertrude, "Money"

The Wealthy Barber

A Tree Grows in Brooklyn

Randdall, Thomas. "Brooms for Sale"

"If I had a million dollars" Barenaked Ladies

"Money, money, money" ABBA

www.yourmoney.cba.ca

http://mmprodnt.ic.gc.ca/mmpub/consumeraffairs/english

"Money Changes Everything" – Cyndi Lauper

"Mo' Money, Mo' Problems"

"Money" – Pink Floyd

"Keep on Rockin' in the Free World" – Neil Young

Choices & Decisions: Taking Charge of Your Financial Life—Visa U.S.A. offers Choices & Decisions free to educators via (800) VISA-511 and the CD-ROM portion free to consumers via (888) VISA-606.

Barker - Sandbrook, J., et al. *Thinking Through the Essay*. Toronto: McGraw-Hill Ryerson, 1986. ISBN 007540668

Barry. J., et al. *Literature and Media 11*. Toronto: Nelson Thompson Learning, 2001. 0176197109

Davies, R., et al. *Between the Lines*. Toronto: Nelson Thompson Learning, 2001. ISBN 0176197060

Dawe, R., et al. *Reference Points: A Guide to Language, Literature, and Media*. Toronto: Prentice - Hall, 2001. ISBN 0130198714

Donaldson, C. *Canadian Student Writer's Guide*. Toronto: Gage Educational Publishing Company, 2000. ISBN 0771513186

Farren, L., et al. *Imprints,* Volume II. Toronto: Gage Educational Publishing, 2001. ISBN 0771509421

Farren, L., et al. *Imprints*. Toronto: Gage Educational Publishing, 2001. ISBN 0771509405

Gibaldi, J., *MLA Handbook for Writers of Research Papers*. New York: The Modern Language Writers Association, 1995. ISBN 0873525655

Hilker, D., et al. *Elements of English*. Toronto: Harcourt Canada, 2001. ISBN 0195416309

Illingworth, B., et al. *Passages: Literature and Language*. Toronto: Gage Educational Publishing, 2001. ISBN 0771509545

Joseph, A., et al. *Viewpoints 11*. Toronto: Prentice - Hall, 2001. ISBN 0130198692

Norton, S., et al. *The Bare Essentials*. Toronto: Harcourt Canada, 1996. ISBN 0774733616

Robertson, H. *The Project Book: An Introduction to Report Writing*. Canada: Piperhill Publications, 1999. ISBN 9780969306849

Saliani, D. *Communicate!* Toronto: Nelson Thompson Learning, 2001. ISBN 0176197184

Sailiani, D., et al. *Imprints,* Volume I. Toronto: Gage Educational Publishing, 2001. ISBN 0771509143

General Resources and Anthologies

Hilker, D., ed. *Elements of English*. Toronto: Harcourt Canada. ISBN 0774714921

Artichuk, F., ed. *Echoes*. Toronto: Oxford University Press, 2001. ISBN 0195416309

Barry, James, ed. *Coast to Coast: Canadian Stories, Poetry, Non-Fiction & Drama, Reflections in Literature*. Scarborough: Nelson Canada, 1995. ISBN 0176047042

Bennett, Donna and Russell Brown, eds. *An Anthology of Canadian Literature in English*. Toronto: Oxford University Press, 1983. ISBN 0195403940

Borovilos, John, ed. *Breaking Through: A Canadian Literary Mosaic*. Scarborough: Prentice-Hall Canada, 1990. ISBN 0130830720

Borovilos, John, ed. *Breaking Free: A Cross Cultural Anthology*. Scarborough: Prentice-Hall Canada, 1995. ISBN 0133074307

Conrad, Ron, ed. *The Act of Writing*, 5th ed. Toronto: McGraw-Hill Ryerson, Ltd., 1998. ISBN 0075603659

Cooke, Nathalie, ed. *An Anthology of Canadian Literature in English*. Toronto: Oxford University Press, 1990. ISBN 0195407857

Karpinski, Eva, ed. *Pens of Many Colours: A Canadian Reader*. Harcourt-Brace and Company, Ltd., 1997. ISBN 0774735104

Moses, Daniel David and Terry Goldie, eds. *An Anthology of Canadian Native Literature*, 2nd ed. Don Mills: Oxford University Press, 1998. ISBN 0-19-541282-6

Petrone, Penny. *Native Literature in Canada: From the Oral Tradition to the Present*. Toronto: Oxford University Press, 1990. ISBN 0-19-540796-2

Stouck, David. *Major Canadian Authors: A Critical Introduction to Canadian Literature in English*. Lincoln: University of Nebraska Press, 1988. ISBN 0803291884

Websites

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers their resources they wish to use. Before screening videos/films wit their students, teacher need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

The Booker Prize – http://www.web.net/owtoad/

Canadian Authors Online – http://web.idirect.com/~canuck/cao/ch

Canadian Short Stories Video Series – http://www.nfb.ca/FMT/MSN/34/34951.html

Canadian Literature Archive – http://canlit.st-john.umanitoba.ca/Canlitx/Canadian_Writers.html

Playwrights – http://www.blizzard.mb.ca/catalog/Playwrights.html

Learning Skill – www.ocdsb.edu.on.ca/bellweb/mace

OSS Considerations

This course encourages both community-based learning and career exploration utilizing resources offered by the community. Opportunities may exist for students to participate in cooperative and career-related endeavours by providing time in learning environments such as libraries, bookstores, elementary school classrooms, and daycare centres as a means for and/or classifying their postsecondary destinations.

The nature of the course affords the opportunity to incorporate texts that allow students to be cognizant of the differences that are common to each individual person or our nation as a means of encouraging violence prevention and acceptance and non-judgmental perspectives.

Consideration should be given to board policy regarding the accepted use of computers. A school-specific contract should be made available to ensure that students and parents are aware of acceptable user policy with regards to computer-based research.

Appendices

Tutorial: Peer Anecdotal Response Sheet

A. Research and Preparation:
How well was the presenter prepared? How many resources did the presenter refer to? Comment.

B. Content:
Did this tutorial have a clear purpose? If so, what was it?

C. Visual Elements:
Did the presenter have effective visual elements to support their tutorial's purpose? Were the visual elements appealing to the audience? Comment.

D. Oral Presentation:
Did the tutorial presenter speak audibly and expressively? Did the tutorial presenter use engaging gestures and maintain eye contact? Comment.

E. What was one thing that could be improved in this tutorial?

F. What was the best thing about this tutorial?

Report: Peer Checklist

Knowledge/Understanding • Title page correctly formatted • Abstract has all necessary parts • Table of Contents completed • References in text done correctly • Works Cited format correct	**Communication** • Thesis statement clearly stated • Report is organized logically and coherently • Each paragraph is unified (focuses on ONE topic), clear and concise • Vocabulary is appropriate • Formal style
Thinking/Inquiry • Two major themes from course incorporated in report • Report includes detailed information and examples • Report is interesting and informative	**Application** • Spelling • Grammar • Punctuation • Sentence Structure

Tutorial Rubric

Categories	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Communication	- shows limited focus, clarity and effectiveness - tutorial ideas show limited evidence of logical flow and development - communicates with a limited sense of audience and purpose	- shows some focus, clarity and effectiveness - tutorial ideas show some development with evidence of logical flow - communicates with some sense of audience and purpose	- shows considerable focus, clarity and effectiveness - tutorial ideas show considerable formulation and development with evidence of logical flow - communicates with a considerable sense of audience and purpose	- shows thorough focus, clarity and effectiveness - well formulated, well developed, insightful, and a high degree of original material with evidence of logical flow - communicates with a strong and thorough sense of audience and purpose
Application	- demonstrates limited ability to relate tutorial to course themes - limited consideration of peer or teacher response	- demonstrates some ability to relate tutorial to course themes - some consideration of peer or teacher response	- demonstrates considerable ability to relate tutorial to course themes - considerable consideration of peer or teacher response	- demonstrates thorough ability to relate tutorial to course themes - considers and values peer or teacher response to a high degree

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Report Rubric

Categories	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Knowledge/ Understanding	- reveals limited understanding of course information, themes and concepts - demonstrates limited understanding of relationships among course themes and concepts	- reveals some understanding of course information, themes and concepts - demonstrates some understanding of relationships among course themes and concepts	- reveals considerable understanding of course information, themes and concepts - demonstrates considerable understanding of relationships among course themes and concepts	- reveals thorough understanding of course information, themes and concepts - demonstrates thorough understanding of relationships among course themes and concepts
Thinking/ Inquiry	- demonstrates limited understanding of relationships among author, resources and reader - demonstrates limited ability to ask questions, interpret, analyse or form conclusions - demonstrates limited evidence of reflection, analysis and explanation	- demonstrates some understanding of relationships among author, resources and reader - demonstrates some ability to ask questions, interpret, analyse or form conclusions - demonstrates some evidence of reflection, analysis and explanation	- demonstrates considerable understanding of relationships among author, resources and reader - demonstrates considerable ability to ask questions, interpret, analyse or form conclusions - demonstrates considerable evidence of reflection, analysis and explanation	- demonstrates thorough understanding of relationships among author, resources and reader - demonstrates ability to ask insightful questions, interpret and analyse skilfully, and form conclusions - demonstrates evidence of insightful reflection, analysis and explanation

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Coded Expectations, English, Grade 12, College, ENG4C

Literature Studies and Reading

Overall Expectations

LIV.01 · read and demonstrate an understanding of a variety of challenging informational texts and literary works from various time periods, countries, and cultures, with an emphasis on assessing information, ideas, and issues;

LIV.02 · demonstrate an understanding of a range of informational and literary forms, with an emphasis on research articles and plays;

LIV.03 · analyse elements of style in a variety of texts, focusing on how the elements contribute to clear and effective communication.

Specific Expectations

Understanding the Meaning of Texts

LI1.01 – analyse and assess ideas, issues, and explicit and implicit information in texts (e.g., assess information from a research report to write an executive summary; explain how separate incidents, characters, or elements in a novel work together to communicate the main theme);

LI1.02 – select and use specific and significant evidence from texts to support judgements and arguments (e.g., support an argument, using convincing examples from texts and research materials; support an interpretation of a character with specific reference to the dialogue in a play);

LI1.03 – select and use a variety of effective reading strategies (e.g., before reading a magazine article, examine the date of publication and country of origin to determine the context; create subtitles to summarize or highlight sections of a long article; explain how the theme of a short story relates to its social or cultural context);

LI1.04 – compare ideas, values, and perspectives in texts (e.g., prepare an oral report examining alternative views of the future in different opinion pieces);

LI1.05 – analyse the influence of social, cultural, and economic factors on the themes and interpretations of texts (e.g., research an author's background to assess the quality of the information used in an article; as an independent study project, compare how two novels treat political or societal conflicts such as separatism in Canada, apartheid in South Africa, or anti-Semitism during the Second World War).

Understanding the Forms of Texts

LI2.01 – analyse how elements of research articles and plays reinforce the works' conclusions and themes (intensive study) (e.g., explain the dramatic purpose of a scene in a play; examine how the interpretations of data in several case studies support the conclusions; explain the effect of comparative charts in consumer magazines);

LI2.02 – analyse how elements of a variety of literary works are used to enhance meaning (extensive study) (e.g., compare how the rhyme scheme and rhythms in poems or songs reinforce the mood and/or message; analyse how multiple points of view are used in a novel to underline its themes);

LI2.03 – analyse how elements of non-fiction forms influence meaning (e.g., compare a summary with the original report to analyse the characteristics of the intended audiences).

Understanding the Elements of Style

LI3.01 – analyse how language is used in expository writing to communicate information, ideas, and arguments (e.g., assess the effectiveness of a plain-language style used in business and technical writing; compare the diction used in a personal letter, a documentary voice-over, a business report, and a newspaper editorial);

LI3.02 – analyse how authors use a variety of literary and rhetorical devices to enhance meaning in texts (e.g., describe the effect of the pattern of images in a play; discuss how repetition and parallel structures in informational texts reinforce meaning);

LI3.03 – analyse the effect of authors' choices of language, syntax, and rhetorical and literary devices on the reader by examining their own and others' responses to the style of texts;

LI3.04 – explain how authors and editors use design elements to organize content and communicate ideas (e.g., assess the effectiveness of the graphic design used to present information in a flowchart; write a letter to the publisher of a play making recommendations about how to reformat the text of the second edition).

Writing

Overall Expectations

WRV.01 · use a range of print and electronic primary and secondary sources to gather and analyse information and ideas and to develop topics for writing;

WRV.02 · select and use informational and literary forms suited to various purposes, audiences, and situations, with a focus on research reports, summaries, and short analytical essays;

WRV.03 · use a range of organizational structures and patterns to produce unified and effective written work;

WRV.04 · revise their written work, independently and collaboratively, with a focus on accuracy of information, coherent organization, clear expression, and effective style;

WRV.05 · edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01 – investigate potential topics for written work, including an independent study project, by posing inquiry questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas (e.g., use a graphic organizer to plan the questions and strategies for an independent study project; create electronic bookmarks for an Internet search to find information for an oral presentation);

WR1.02 – organize and analyse the information, ideas, and sources to suit specific forms and purposes for writing (e.g., categorize information from a variety of sources to clarify divergent positions on an issue; use suggestions from peer discussion in assessing alternative opinions or ideas for an independent study project);

WR1.03 – formulate and refine a thesis to develop content for expressive and business and technical writing, using information and ideas from prior knowledge and research (e.g., imagine possibilities and test hypotheses while developing a thesis for an essay; consult a reference text of specialized or technical terms to add precision to the statement of the problem in a report);

WR1.04 – assess information and ideas from research to determine whether they are sufficient, reliable, credible, and suitable to the form and the purpose for writing.

Choosing the Form to Suit the Purpose and Audience

WR2.01 – select and use appropriate forms to produce written work for specific audiences and purposes, with an emphasis on research reports, summaries, short analytical essays, and scripts (e.g., use a step-by-step procedure to write and illustrate an instructional pamphlet about snowboard safety; compile a class anthology of short analytical essays as models for next year's class);

WR2.02 – select and use a level of language and a voice appropriate to the specific purpose and intended audience of business and technical communications and expressive writing (e.g., rewrite a section of a technical manual in plain language to create a brochure for a general audience; draft an oral report for an independent study project using specialized vocabulary and aiming at an engaging style).

Organizing Ideas and Information in Written Work

WR3.01 – use report structure, essay structure, and organizational patterns such as induction, deduction, and process-analysis to present information and ideas in reports and essays (e.g., use a general-to-specific pattern to organize the headings and content of a report on how a law is passed; use a process-analysis pattern to describe the stages of the writing process);

WR3.02 – select and use appropriate organizational patterns to structure expressive writing and multimedia presentations (e.g., use chronological order to describe the events leading to the crisis in a script; use a comparison-and-contrast pattern to organize and present information and ideas in an independent study project).

Revising Drafts

WR4.01 – revise drafts to strengthen content and improve organization by adding relevant details and examples, reordering ideas, and strengthening connections (e.g., group relevant information to support key ideas in a short analytical essay; create headings and subheadings to indicate general and specific points in a report);

WR4.02 – revise drafts to improve precision and clarity of expression (e.g., replace vague expressions in a consumer report with precise technical terms; use feedback from a peer conference to identify transition words and phrases to link ideas);

WR4.03 – revise drafts to ensure an effective style (e.g., use checklists or rubrics to assess the effectiveness of word choice, sentence construction, and rhetorical devices in a report; examine writing for consistent use of inclusive and anti-discriminatory language; read an essay or narrative aloud to check that diction and style are appropriate to the topic and audience);

WR4.04 – revise drafts to integrate researched information, ideas, and quotations appropriately and ethically, checking all material for accuracy (e.g., incorporate researched material consistently, using parenthetical referencing, charts, graphs, diagrams, and bibliographies to support opinions and assertions).

Editing, Proofreading, and Publishing

WR5.01 – cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology (e.g., cite sources using a recognized style such as that of the Modern Language Association [MLA] or the traditional footnote/endnote system known as the Chicago style);

WR5.02 – produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., submit a report with the sources of information documented and charts, tables, and/or graphics smoothly integrated into text; use graphics, fonts, and typefaces effectively to enhance the impact of a report; adapt an electronic template for a formal letter);

WR5.03 – identify strengths and weaknesses in their writing skills and create action plans for improvement;

WR5.04 – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

(·) Grammar and Usage: use parts of speech correctly and construct sentences to communicate ideas clearly and effectively (e.g., construct sentences using participial phrases that refer clearly to the intended noun or pronoun);

(·) Grammar and Usage: use pronoun case and number correctly (e.g., use the proper case for who and whom; use us and we correctly before a noun; use the appropriate number for pronouns with antecedents such as all, everyone, nobody);

(·) Grammar and Usage: use parallel structure for clarity when giving instructions and making reports (e.g., express equal ideas in the same grammatical form, balancing single words with single words, phrases with phrases, clauses with clauses; use parallel structure in the paragraphs of a report for clarity and emphasis);

(·) Grammar and Usage: use coordinating, subordinating, and correlative conjunctions correctly to indicate logical connections among ideas;

(·) Grammar and Usage: show understanding that grammar may be used unconventionally for a particular effect in advertising, poetry, or direct speech of characters in fiction and drama;

(·) Spelling: demonstrate an understanding of a variety of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors (e.g., apply knowledge of rules for the use of hyphens, particularly in spelling compound adjectives; maintain a list of words that do not follow spelling rules);

(·) Spelling: spell correctly specific business, technical, and literary terms used in course materials;

(·) Spelling: use a variety of resources to flag possible errors and improve spelling (e.g., refer to original sources such as letters, catalogues, and directories for the spelling of names, companies, and products; consult an up-to-date dictionary for the spelling of hyphenated words);

(·) Punctuation: use punctuation correctly to achieve clarity, and for stylistic effect (e.g., use punctuation to show the grammatical relationships between words or parts of sentences; use punctuation to add clarity and emphasis to a report).

Language

Overall Expectations

LGV.01 · use knowledge of language to read, write, and speak effectively, with a focus on choosing, developing, and sustaining an appropriate style;

LGV.02 · use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using business and technical language appropriately in interviews and presentations of portfolios and independent study projects.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LG1.01 – apply a variety of strategies to extend vocabulary while reading, with an emphasis on discerning nuances and judging the precision of words (e.g., read articles in a news magazine and describe how the context might help them decipher the meaning of new or unfamiliar words; use a thesaurus to find synonyms for a word and systematically substitute to assess the effect of different word choices);

LG1.02 – analyse the origins and roots of words used in different areas of science, business, and technology (e.g., computer studies, hospitality services, communication technology, financial services, health care);

LG1.03 – identify and use specialized business and technical vocabulary and consolidate their use of a plain-language style in reports and essays;

LG1.04 – express themselves effectively in a variety of spoken and written communications, with a focus on using specialized vocabulary and figurative language and sustaining an appropriate style (e.g., select precise and specialized vocabulary in revising an independent study report; select arresting vocabulary and figures of speech to use in a simulated political debate);

LG1.05 – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., consult recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

LG2.01 – communicate orally for a variety of purposes, with a focus on extending information and ideas; exploring possibilities; drawing conclusions; understanding and using business and technical concepts and language; and assessing ideas and arguments for coherence, relevance, omissions, and values (e.g., prepare for an interview for a summer job connected with a specific college program; present a portfolio of student work to a panel of adjudicators);

LG2.02 – communicate orally in group discussions, applying such skills as the following: contributing to and leading productive discussions; suggesting directions and solving problems within the group; connecting ideas and arguments to other knowledge; making inferences; summarizing significant ideas and issues; recording key information; reporting on the process used by the group to make decisions; and fulfilling roles and completing tasks as required to produce high-quality presentations and products;

LG2.03 – use critical listening skills to analyse and assess the content of oral presentations (e.g., detect assumptions, omissions, and perspectives; assess the validity of the arguments, evidence, and conclusions; ask questions to extend understanding; write accurate summaries using appropriate technical language);

LG2.04 – plan and deliver oral presentations and conduct interviews, with a focus on researching information and ideas, organizing, rehearsing, and revising;

LG2.05 – use techniques for making effective oral presentations, with a focus on previewing, reviewing, summarizing, using parallel structure, sustaining an appropriate tone, and incorporating props, handouts, charts and other visual aids, and technology;

LG2.06 – identify strengths and weaknesses in their oral communication skills and create an action plan for improvement.

Media Studies

Overall Expectations

MDV.01 · analyse relationships among media forms, representations, audiences, and industry practices to explain how a variety of media works communicate messages;

MDV.02 · demonstrate an understanding of the interactions among form, purpose, audience, and production options by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

MD1.01 – demonstrate critical thinking skills by identifying bias and analysing messages in media works (e.g., write an essay describing aspects of Canadian culture as represented in a range of Canadian television programs; explain the impact of cross- promotional marketing associated with a film);

MD1.02 – explain how the form, style, and techniques in media works convey messages with social or ideological implications (e.g., write a report investigating the social implications of the representation of heroes, villains, and conflict in electronic media);

MD1.03 – explain the relationship between media works and their audiences (e.g., analyse the reactions of the local community and other audiences to a film, television series, or cable channel, and explain why different audiences interpret messages differently; explain the effect of feedback from a preview audience on the final version of a media work);

MD1.04 – identify and explain how factors such as industry codes and government regulations affect media industry practices, including marketing and distribution methods (e.g., explain how codes and regulations influence children's television programming; analyse marketing campaigns in specific industries).

Creating Media Works

MD2.01 – design or create media works based on ideas, themes, and issues examined in this course (e.g., create a short video, using available resources, on a business or technical topic for a clearly identified audience and describe how the video would be changed for a different audience; design an oral presentation to be made with and without media support and assess the effectiveness of each presentation);

MD2.02 – demonstrate an understanding of the relationships among form, purpose, audience, and production options in their creations, assess the effectiveness of the works, and analyse the choices made during the production process (e.g., develop and apply basic criteria for assessing the effectiveness of student media works; write a reflective report describing key production decisions and their results).

Unit 3: Signing Off

Time: 30 hours

Unit Description

Students read and write short stories, and letters to companies, and use different mediums to communicate, and analyse text. In addition, they develop an action plan to improve their communication skills, enhance their scripting skills and develop their informal report skills is created. The activities in this unit build on existing experiences that students have in other courses. While the theme in the content is on finances for students, the focus on language development and communication skills is maintained. As a culminating activity, students participate in a Financial Fair by creating a visual presentation for other young adults. The presentation will address a number of issues related to teen finances. These may include a major purchase, applying for a credit card or OSAP, determining the cost of college, renting or buying a home; it may also include another financial issues relevant to student life.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Focus
3.1 What Do You Know about Money? 6 hours	LIV.01, LIV.02, WRV.03, WR1.02, WR2.02, WR3.02, WR4.01, WR5.04, LI1.01, LI1.04, LGV.01, LGV.02, LG1.01, LG1.04, LG2.01, LG2.04, LG2.05	Knowledge/ Understanding Thinking/Inquiry Application	Reading and research
3.2 Be Informed About Money 3 hours	WRV.03, WRV.04, WRV.05, LG1.01, LG1.02, LI1.01, LI1.02, LI1.03, LI1.04, LI2.03, LI3.01, WR1.02, WR1.03, WR2.01, WR3.01, WR3.02, WR4.02, WR4.03, WR4.04	Knowledge/ Understanding Thinking/Inquiry Application	Media analysis using comparison writing
3.3 Financial Media Messages 4 hours	MD1.01, MD1.02, WRV.01, WRV.03, WR1.02, WR3.02, WR2.01, WR2.02, WR4.01, WR5.04	Knowledge/ Understanding Thinking/Inquiry Application	Media analysis: focus on form, purpose and audience
3.4 Financial Advertising 3 hours	LI3.04, LI2.03, LI3.03, MD1.02, WR1.02	Knowledge/ Understanding Thinking/Inquiry Application	Media analysis and redesign of advertisement
3.5 Financial "Experts" 2 hours	LG1.04, LG2.02, LG2.04, WR2.01, WR3.01	Knowledge/ Understanding Thinking/Inquiry Application	Oral communication skills and script development
3.6 Extra Extra!! Read All About It 6 hours	LG1.01, LI1.03, WRV.03, WRV.04, WRV.05, WR2.01, WR2.02, WR3.02	Knowledge/ Understanding Thinking/Inquiry Application	Reading and analysis of drama
3.7 Financial Fair 6 hours	LI1.03, LG2.01, WR2.02, WR3.02, WR4.04, WR5.01, WR5.02, LG2.04, LG2.05, MD2.01	Knowledge/ Understanding Thinking/Inquiry Application	Preparation of a visual presentation

Activity 3.1: What Do You Know About Money?

Time: 6 hours

Description

This introductory activity provides the diagnostic task for this unit and explores students' perceptions and opinions about money through the examination of short stories, media, and advertising. Students analyse the elements of several different short stories as a basis for writing their own stories. They also have the opportunity to research how money was used in the past and use this information to contemplate where money use is going in the future. The learning log should be introduced as a means for students to reflect on activities. In addition, students should be reminded to keep draft copies of written work in their portfolios, which has been used in previous units, for revision during the final exam. The research and writing assist students with the course culminating activity.

Strand(s): Literature Studies and Reading, Writing, Language

Learning Expectations

LIV.01 - read and demonstrate and understanding of challenging informational texts and literary works from various time periods, countries, and cultures with an emphasis on assessing information, ideas, and issues;
LI1.01 - select and use a variety of effective reading strategies;
WR1.02 - organize and analyse the information, ideas, and sources to suit specific forms and purposes for writing;
WRV.03 - use a range of organisational structures and patterns to produce unified and effective written work;
WR2.02 - select and use a level of language and a voice appropriate to the specific purpose and intended audience of business and technical communication and expressive writing;
WR3.02 - select and use appropriate organisational patterns to structure expressive writing and multimedia presentations;
WR4.01 - revise drafts to strengthen content and improve organization by adding relevant details and examples, reordering ideas, and strengthening connections;
WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;
LIV.02 - demonstrate an understanding of a range of informational and literary forms, with an emphasis on research articles and plays;
LI1.04 - compare ideas, values, and perspectives in texts;
WRV.01 - use a range of print and electronic primary and secondary sources to gather and analyse information and ideas to develop topics for writing;
LGV.01 - use knowledge of language to read, write and speak effectively, with a focus on choosing, developing, and sustaining appropriate style.

Prior Knowledge & Skills

- Familiarity with organization and elements of a short story, some financial terminology, research skills, organization skills necessary to put together a short oral presentation.

Planning Notes

- Prepare a short diagnostic quiz of financial terminology (Appendix titled "Glossary of Financial Terms" would be useful in putting this diagnostic together).
- Find a short story about financial issues such as Stephen Leacock's "My Financial Career."
- Create and photocopy a short story assessment tool and an editing checklist.

- Gather newspaper and magazine articles as well as Internet sites to aid student research. See Resources for ideas.
- Book the computer lab for Internet research. Review the school policy for Internet research with the students.

Teaching/Learning Strategies

Teacher

3.1.1 initiates a discussion by asking students the following questions: What items do people commonly spend money on? How skilful are you at managing your money? If you were given $50 000 dollars, what would you do with it?

Students

3.1.2 participate in a diagnostic quiz on financial terminology. The answers to the diagnostic quiz are discussed in class.

Teacher

3.1.3 asks the students what they found surprising about the quiz. What information do students know? What financial terminology are students not familiar with? What scenarios, from literature or movies, can students recall that revolve around money?

Students

3.1.4 discuss the scenarios and try to come to an understanding of why they are unfamiliar with some terminology. Students discuss why money is important to young people and create a list of their own responses on the board. In tutorial groups, students brainstorm, in general, the "pro's" and "con's" of today's financial world as they see it. Using this information, students generate a list of things that they would like to know, or should know more about, such as bank cards and fees, other currencies and exchange rates, credit cards, credit rating, loans, savings and interest rates. This information is to be used when considering research areas for the culminating activity for the course.

Teacher

3.1.5 asks students what emotions are tied to money. Writes a list on the board, or spends more time by starting two theme webs on the board, one for "happiness/joy" and another for "sorrow/fear". Ask students to suggest ways that money can bring "happiness/joy" or how money can create feelings of "sorrow/fear".

3.1.6 reviews reading strategies such as skimming, scanning, and creating questions.

Students

3.1.7 complete a pre-reading activity by writing a well-constructed paragraph in response to the following question: How do you feel about money?

3.1.8 read a short story which deals with a financial issue from an earlier time period.

Teacher

3.1.9 leads a discussion about the short story in which students consider their relationship with money. Ask students to write a reflective journal, in their learning log, comparing the ways in which their relationship with money is similar to or different from the protagonist in the story.

Students

3.1.10 use the short story to review the elements of a short story and then discuss the ways that the elements of this short story made it so interesting. The teacher tells the students that they will write a short expository piece describing their own personal "Financial Career."

3.1.11 review the Short Story Assessment and the Editing Checklist handouts. Students submit a rough copy of their short story, the editing sheet, and a final draft of their short story to the teacher.

3.1.12 read a modern piece of literature or informational writing which details the use of money.

Teacher

3.1.13 discusses with students how this modern short story is similar to or different from the information learned from the historical short story.

Students

3.1.14 create a chart to list the different ways money has been earned, spent, or saved between the past and the present. Students are put into groups for the purpose of researching finances in different time periods.

3.1.15 research in groups a different time period using primary and secondary print and electronic sources to explore the way that money was earned, spent, and saved during that time period. Students may focus on literature that contains the needed information.

3.1.16 in addition, evaluate this research and develop a list of "pro's" and "con's" about the way financial dealings transpired during this time period. Each group presents this information in a 4-5 minute informal jigsaw presentation.

3.1.17 using feedback from their first short expository piece of writing, along with the information gathered on financial trends through research and jigsaw presentations, write a second expository piece, 3-4 pages in length, which details how money will be used in the future. In preparation for this task, students have a conference with the teacher to discuss the strengths and areas of weakness of their first short expository piece. In addition to this, students review the "Short Story Assessment". When students have completed their rough copy of this second piece of expository writing, they must have it edited by a peer using the Editing Checklist. Students hand in the rough copy of their expository writing, the editing sheet that was peer edited, and the final draft of their expository writing.

Assessment & Evaluation of Student Achievement

K/U = Knowledge/Understanding T/I = Thinking/Inquiry C = Communication A = Application

Formative	Class Discussion	Learning Skills Checklist	K/U, T/I, C, A
Formative	Self-Editing of Short Stories	Editing Checklist	K/U, T/I, C, A
Formative	Research	Learning Skills Checklist for Teamwork and Participation	K/U, T/I, C, A
Formative	Well Constructed Paragraph	Supported Opinion Rubric	K/U, T/I, C, A
Formative	Reflective Journal	Anecdotal Feedback	T/I, C, A
Formative	Oral Presentation	Rating Scale	K/U, T/I, C, A
Formative Summative	Short Story about Money in the Future	Editing Checklist Completed by a Peer Short Story Rubric	K/U, T/I, C, A

Accommodations

- Provide charts, lists, and organizers (such as a plot graph organiser) for students as they work on research or rough copies of their short stories.
- Students could present with a partner or to the teacher only.

Resources

Aker, Don. *Language and Writing 11*. Toronto: Nelson Thompson Learning, 2001. ISBN 0176197141

Artichuk, Francine. *Echoes: Fiction, Media, and Non-Fiction*. Don Mills: Oxford University Press, 2001. ISBN 0195416309

Avery, Heather, et al. *Clear, Correct, and Creative*. Trent University: Academic Skills Centre, 1991. ISBN 096936841

Barklay, Susanne, et al. *The Canadian Students' Guide to Language, Literature, and Media*. Don Mills: Oxford University Press, 2001. ISBN 0195416759

Barker-Sandbrook, Judith, et al. *Thinking Through the Essay*. Toronto: McGraw-Hill Ryerson, 1986. ISBN 007540668

Barry. James, et al. *Literature and Media 11*. Toronto: Nelson Thompson Learning, 2001. ISBN 0176197109

Davies, Richard, et al. *Between the Lines*. Toronto: Nelson Thompson Learning, 2001. ISBN 0176197060

Dawe, Robert, et al. *Reference Points: A Guide to Language, Literature, and Media*. Toronto: Prentice-Hall, 2001. ISBN 0130198714

Donaldson, Chelsea. *Canadian Student Writers Guide*. Toronto: Gage Educational Publishing Company, 2000. ISBN 0771513186

Farren, Lori, et al. *Imprints,* Volume II. Toronto: Gage Educational Publishing, 2001. ISBN 0771509421

Farren, Lori, et al. *Imprints*. Toronto: Gage Educational Publishing, 2001. ISBN 0771509405

Henry, O., "The Ransom of Red Chief", "The Gift of the Magi."

Hikes, Douglas, et al. *Elements of English*. Toronto: Harcourt Canada, 2001. ISBN 0195416309

Illingworth, Barbara, et al. *Passages: Literature and Language*. Toronto: Gage Educational Publishing, 2001. ISBN 0771509545

Joseph, Amanda, et al. *Viewpoints 11*. Toronto: Prentice - Hall, 2001. ISBN 0130198692

Leacock, Stephen, "My Financial Career", "My Lost Dollar."

MacDonald, Ann-Marie. *Fall On Your Knees*. Toronto: Random House of Canada, 1997. ISBN 0394281780

McCourt, Frank. *Angela's Ashes*. New York: Simon and Schuster, 1999. ISBN 068484267X

McCourt, Frank. *'Tis*. New York: Simon and Schuster, 1999. ISBN 0684865742

Norton, Sara, et al. *The Bare Essentials*. Toronto: Harcourt Canada, 1996. ISBN 0774733616

Saliani, Dom. *Communicate!* Toronto: Nelson Thompson Learning, 2001. ISBN 0176197184

Sailiani, Dom, et al. *Imprints,* Volume I. Toronto: Gage Educational Publishing, 2001. ISBN 0771509143

Silverstein, Shel, "Smart"

Activity 3.2: Be Informed About Money

Time: 3 hours

Description

As a class, with the aid of the teacher, students create a terminology and etymology list of financial terms. Using this list of terms, students create a criteria list to determine the effectiveness of financial articles and ads in various media. After an examination of the media, with their criteria list, students write a comparative paragraph of two different media forms on the same topic. Finally, with the aid of the criteria list, students write a letter to a company either commending or criticizing their article or ad. This activity builds students' familiarity with terminology so that they are prepared to complete the course culminating activity. As well, the media analysis and understanding of what makes a visual presentation effective are skills that will be utilized in the course culminating activity.

Strand(s): Literature Studies and Reading, Writing, Language

Learning Expectations

WRV.03 - use a variety of organizational structures and patterns to produce coherent and effective written work;
WRV.04 - revise their written work, independently and collaboratively, with a focus on accuracy of information, coherent organization, clear expression, and effective style;
WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate;
LG1.01 - apply a variety of strategies to extend vocabulary while reading, with an emphasis on discerning nuances and judging the precision of words;
LG1.02 - analyse the origins and roots of words used in different areas of science, business, and technology;
LI1.01 - analyse and assess ideas, issues, and explicit and implicit information in texts;
LI1.02 - select and use specific and significant evidence from texts to support judgements and arguments;
LI1.03 - select and use a variety of effective reading strategies;
LI1.04 - compare ideas, values, and perspectives in texts;
LI2.03 - analyse how elements of non-fiction forms influence meaning;
LI3.01 - analyse how language is used in expository writing to communicate information, ideas, and arguments;
WR1.02 - organize and analyse the information, ideas, and sources to suit specific forms and purposes for writing;
WR1.03 - formulate and refine a thesis to develop content for expressive and business and technical writing, using information and ideas from prior knowledge and research;
WR2.01 - select and use appropriate forms to produce written work for specific audiences and purposes, with an emphasis on research reports, summaries, short analytical essays, and scripts;
WR3.01 - use report structure, essay structure, and organizational patterns such as induction, deduction, and process-analysis to present information and ideas in reports and essays;
WR3.02 - select and use appropriate organizational patterns to structure expressive writing and multimedia presentations;
WR4.02 - revise drafts to improve precision and clarity of expression;
WR4.03 - revise drafts to ensure an effective style;
WR4.04 - revise drafts to integrate researched information, ideas, and quotations appropriately and ethically, checking all material for accuracy.

Prior Knowledge & Skills

- Familiarity with the elements of a paragraph e.g., topic sentence, supporting sentence(s) and a concluding sentence
- Familiarity with the format for letter writing

Planning Notes

- The teacher may provide the class with newspapers, magazines and websites concerned with money management to ensure that equal access to resources is obtained.
- A variety of organizers, e.g., Venn diagram, T-charts, should be made available to students to aid them in their writing.
- Provide access to a dictionary of word origins.
- The teacher may identify current resources from newspapers and magazines.

Teaching/Learning Strategies

Teacher

3.2.1 tells students to brainstorm a list of financial words. Suggestions are written on the board. Refer to the "Glossary of Financial Terms", found in the Appendices.

Students

3.2.2 move into tutorial groups to define terms.

Teacher

3.2.3 elicits definitions from students and writes them on board.

3.2.4 asks students what kind of information is in a thorough news article and in a good ad.

Students

3.2.5 participate in discussion and write down key ideas.

Teacher

3.2.6 presents students with various financial articles and ads from newspapers, magazines and websites.

Students

3.2.7 examine the articles and ads with respect to the criteria that they established.

Teacher

3.2.8 instructs students to again refer to their list of terminology/etymology and to create a list to determine the effectiveness of the financial articles, ads, magazines, and websites.

Students

3.2.9 explore the financial articles and ads from newspapers, magazines, and websites.

Teacher

3.2.10 presents pairs of students with two different media forms on the same financial topic.

Students

3.2.11 use the criteria list to compare the two different media forms and to individually write a series of paragraphs (see Comparison Paragraph Rubric in Appendices) about which form appealed to them and why.

3.2.12 peer edit each others work; they revise and submit the paragraph.

3.2.13 review letter-writing format and use a teacher-created template.

3.2.14 with the aid of the criteria list, write a letter to a company either commending or complaining about the best/worst article/website that they found. Suggestions to help make the article/website more appealing to young adults should be included.

Assessment & Evaluation of Student Achievement

K/U – Knowledge/Understanding T/I – Thinking/Inquiry C – Communication A – Application

Formative	Completion of Terminology/Etymology List	Checklist	K/U, C
Formative	Comparison Paragraph	Rubric	K/U, T/I, C, A
Summative	Letter	Rubric	K/U, T/I, C, A

Accommodations

- The teacher may wish to stress the importance of organizers for students who are identified in their IEP as having difficulty with organization.
- A student who has difficulty with handwriting or language might use voice activated computer software to compose.

Resources

www.kidsmoney.org – helps parents teach their kids about money

www.kidsenseonline.com – makes learning about money fun

Activity 3.3: Financial Media Messages

Time: 4 hours

Description

This activity focuses on the financial messages that are sent out by the media. Students use critical analysis skills to examine the money messages found in several forms of media such as film, literature, and music. After deconstructing several media forms by looking at technique and theme, students use a comparison/contrast organizer as the basis for writing a comparison summary. Students then choose their own media forms to analyse and create a visual presentation that analyses the representations in their media forms, e.g., display board, computer slide show, based on their deconstruction of those media forms. This small presentation prepares students for both the unit culminating activity of the Financial Fair and the course culminating activity where students have to present their written report. Students' research and analysis skills are also refined in this activity for later use.

Strand(s): Literature Studies and Reading, Writing, Language, Media

Learning Expectations

LIV.01 - read and demonstrate an understanding of a variety of challenging informational texts and literary works from various time periods, countries, and cultures, with an emphasis on assessing information, ideas, and issues;
LI1.04 - compare ideas, values, and perspectives in texts;
WR1.02 - organize and analyse the information, ideas, and sources to suit specific forms and purposes for writing;
WR2.01 - select and use appropriate forms to produce written work for specific audiences and purposes, with an emphasis on research reports, summaries, short analytical essays, and scripts;
WR2.02 - select and use a level of language and a voice appropriate to the specific purpose and intended audience of business and technical communications and expressive writing;
WR4.01 - revise drafts to strengthen content and improve organization by adding relevant details and examples, reordering ideas, and strengthening connections;
WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed;
LG2.01 - communicate orally for a variety of purposes, with a focus on extending information and ideas; exploring possibilities; drawing conclusions; understanding and using business and technical concepts and language; and assessing ideas and arguments for coherence, relevance, omissions, and values;
LG2.04 - plan and deliver oral presentations and conduct interviews, with a focus on researching information and ideas, organizing, rehearsing, and revising;
MD1.01 - demonstrate critical thinking skills by identifying bias and analysing messages in media works;
MD1.02 - explain how the form, style, and techniques in media works convey messages with social or ideological implications;
MD2.01 - design or create media works based on ideas, themes, and issues examined in this course.

Prior Knowledge & Skills

- Knowledge of media forms, terms and techniques
- Presentation skills
- Summary writing

Planning Notes

- Gather media resources with a financial theme.
- Book a computer lab for preparation of the visual representation for students who need access to a computer.
- Book TV/VCR, CD player as required and prepare literature excerpts.

Teacher/Learning Strategies

Teacher

3.3.1 asks students: What is meant by money management and who manages the money?

3.3.2 records the student responses on an overhead.

3.3.3 points out that money management is a learned skill. It takes knowledge and practice to ensure sound financial management.

3.3.4 tells students to brainstorm a variety of careers which are based on helping people organize their finances and the post-secondary requirements for these careers.

Students

3.3.5 in groups answer the question: How can you tell if someone has acquired money management skills?

3.3.6 in tutorial groups, create a T-chart to list indicators of sound money management practices and poor money management practices.

3.3.7 title this list "Money Management Practices Defined."

Sound Practices	Unsound Practices
- spends less than what s/he earns	- spends substantially more than what s/he earns

Teacher

3.3.8 compiles T-chart onto board.

Students

3.3.9 copy the T-chart titled Money Management Practices Defined into their notebooks.

Teacher

3.3.10 introduces the media to be reviewed by indicating that there are many perceptions of money management portrayed and that there are many realistic and unrealistic perceptions presented.

3.3.11 reviews terms such as *deconstruct, implicit, explicit*, etc.

3.3.12 tells students to have their Money Management Practices Defined T-chart in front of them to record information while reviewing the different media forms.

3.3.13 provides students with the following chart for their notes:

Media Analysis Form (sample filled in)

Media Form A:
Form: *television program*
Audience: *young adults*
Product: *not applicable*
Scenario: *coffee shop waitress lives in big, furnished apartment in New York City and has a great wardrobe*
Financial Media Message: *you can live well in New York as a waitress*
Unrealistic or Realistic with Evidence: *unrealistic – any big city apartment is very expensive to rent*
Sound or Unsound Practices with Evidence: *unsound because the woman never mentions saving her money*

3.3.14 presents one piece of media to whole class.
3.3.15 has students analyse the media work using both the Media Analysis Form and the Money Management Practices Defined T-chart.
3.3.16 shows/reads a variety of media works to the students and allows students to complete several critiques independently in their groups.

Students
3.3.17 discuss a variety of film clips, songs, and literature excerpts.
3.3.18 analyse the variety of media forms using the T-chart and the Medial Analysis Form.
3.3.19 create a comparison/contrast organizer to compare two of the media forms viewed.
3.3.20 use the information from the organizer to write a comparison summary that outlines similarities/differences in the techniques and messages conveyed in the media. Address the question: How realistic is the message being sent out?
3.3.21 use round robin peer editing of each other's summaries.
3.3.22 create a polished copy and hand in the summary.

Teacher
3.3.23 instructs students to use both the T-chart and the Media Analysis Form in class to analyse a minimum of three pieces of media on their own.
3.3.24 reviews the components of a quality visual presentation. This includes font, format, titles, and images.

Students
3.3.25 create a visual presentation using a T-chart or Venn diagram of their analysis and present these to the class orally as their Media Analysis Task.
3.3.26 use the analysis skills learned earlier to analyse a variety of chosen literary texts and media to demonstrate an understanding of form, purpose and audience in the Media Analysis Task.
3.3.27 find a partner to work with on the visual representation for the Media Analysis Task.
3.3.28 research and find the resources that they will need.
3.3.29 analyse their resources using the criteria checklists that were created in class.
3.3.30 complete the visual presentation and prepare their oral presentation for the Media Analysis Task.
3.3.31 use computers to prepare written aspect of the presentation.
3.3.32 present their Media Analysis Task to the class.

Assessment & Evaluation of Student Achievement

K/U – Knowledge/Understanding T/I – Thinking/Inquiry C – Communication A – Application

Formative	Comparison/contrast summary	Rating Scale	K/U, T/I, C, A
Summative	Presentation	Marking Scheme	K/U, T/I, C, A

Accommodations

- Students can videotape their presentation and show it to the class.
- Students can create an oral tape of the summary instead of a written product.
- Encourage one-on-one assistance to find the necessary resources for the project.

Resources

ABBA "Money, Money, Money."
Barenaked Ladies. "If I had a Million Dollars."
McCourt, Frank. *Angela's Ashes*. New York: Simon and Schuster, 1999. ISBN 068484267X
Richler, Mordeci. *The Apprenticeship of Duddy Kravitz.*

Activity 3.4: Financial Advertising

Time: 3 hours

Description

Students examine a variety of financial advertisements and explore the techniques used by various companies to sell their ideas and financial products to different audiences. Based on this, students redesign an ad to more effectively meet the personal needs of young adults. Students focus on analysing and being aware of a target audience, which will assist them with their final report and tutorial presentation.

Strand(s): Literature Studies and Reading, Writing, Media

Learning Expectations

WR1.02 - organize and analyse the information, ideas, and sources to suit specific forms and purposes for writing;
LI2.03 - analyse how elements of non-fiction forms influence meaning;
LI3.03 - analyse the effect of the authors' choice of language, syntax, and rhetorical and literary devices on the reader by examining their own and others' responses to the style of texts;
LI3.04 - explain how authors and editors use design elements to organize content and communicate ideas;
MDI.02 - demonstrate critical thinking skills by identifying bias and analysing messages in media works.

Prior Knowledge & Skills

- Familiarity with advertising terminology such as *target audience, explicit*, and *implicit* messages in advertising
- Familiarity with techniques advertisers use to sell their products to various audiences
- Familiarity with the needs of young adults as consumers

Planning Notes

- The teacher asks students to gather brochures and print advertisements for a variety of financial products from a number of different financial institutions. If these are not available locally, search online for ads. In this case, booking a computer lab will be necessary.
- The teacher may wish to collect newspapers in which students can find financial advertisements.
- The teacher may also wish to identify a number of commercials for banks and other companies that deal with financial issues.
- The teacher prepares and photocopies a checklist of requirements for the redesigning of the advertisement and a rating scale to be used in peer assessment of the redesigned advertisement.
- Prepare a board note on the elements of an advertisement.

Teaching/Learning Strategies

Teacher

3.4.1 asks the questions: Do banks advertise? To whom do they advertise and how? Students discuss these questions and identify the ways that banks advertise (television commercials, newspaper ads, radio commercials, brochures, posters) and the target audiences that banks hope to influence.

3.4.2 presents board note on elements of an advertisement.

Students

3.4.3 review the elements of an advertisement and take notes during this discussion as they will be using these elements to redesign an advertisement later.

3.4.4 examine a variety of advertisements that focus on making a financial decision.

Teacher

3.4.5 organizes the examination of media task as a group activity where 4-5 different types of financial advertisements (possibly including a radio commercial, a television commercial, and print advertisements) are located at various locations in the room and groups of students spend five minutes examining each ad.

Students

3.4.6 should identify the sender of the ad, the intended audience, and at least two techniques used by he financial institution to attract the target audience (music and younger or older models are excellent indicators of target audience).

3.4.7 discuss the target audiences of the advertisements as a class and focus on the techniques used to appeal to the various target audiences.

Teacher

3.4.8 begins by asking students what they personally need and what appeals to them as a target audience.

Students

3.4.9 discuss the personal needs of young adults as a target audience and create a list of these needs in their notebooks.

3.4.10 read an essay which focuses on young people as a target audience.

Teacher

3.4.11 asks the students how advertisers try to meet the needs of young people as a target audience.

Students

3.4.12 suggest answers and use this information to create a list of ways that companies try to address these needs with a variety of advertising techniques.

3.4.13 use magazines, newspapers, Internet, or brochures provided by the teacher to locate one financial advertisement which is not aimed at young adults as a target audience.

3.4.14 identify the target audience and make a list of the techniques used to advertise to this other audience.

3.4.15 create a new advertisement for the same product aimed at a young adult target audience.

3.4.16 remove any techniques used in the ad to market the product to the other audience and make the new ad meet the needs of a young adult target audience. Before beginning this task, students discuss the checklist of criteria for their redesigned ad, and review the rating scale which will be used by peers to formatively assess the redesigned advertisement.

Teacher

3.4.17 reviews oral presentation skills before students begin working on their projects using a resource with information on oral presentation skills.

Students

3.4.18 create a visual display which contains the old ad, the redesigned ad, and present a list of the differences to the class. Peers use the rating scale to assess how well the new ad meets their needs as consumers in this age group.

Teacher

3.4.19 provides anecdotal feedback to each student about their presentation discussing their strengths as well as areas needing improvement.

Students

3.4.20 use the anecdotal information from the teacher along with the feedback received from the peer assessment of their presentation to write an action plan to improve their oral communication skills. Students should try to address all the tips for effective public speaking that the teacher discussed prior to the presentation. Students should assess how well they did in each area of their presentation, and suggest ways to improve on their presentation skills for the next time.

Assessment & Evaluation of Student Achievement

K/U – Knowledge/Understanding T/I – Thinking/Inquiry C – Communication A – Application

Formative	Group Exploration of Financial Advertisements	Learning Skills Checklist for Teamwork and Participation	K/U, T/I, C, A
Formative	Redesigning an Advertisement Presentation	Checklist of Criteria Rating Scale for Peer Assessment Anecdotal Feedback from Teacher	K/U, T/I, C, A
Formative	Action Plan for Improving Oral Communication	Anecdotal Feedback from Teacher	K/U, T/I, C, A

Accommodations

- Students present their redesigned advertisement to a smaller group, or to the teacher alone at another time.
- Students may record or videotape their presentation for the class.
- Provide student charts and organizers to help them analyse financial advertisements during group work.

Resources

Adams, Jancie, et al. *Reading and Writing for Success Senior*. Toronto: Harcourt Canada, 2001. ISBN 0774714905

Anderson, Neil. *Media Works*. Toronto: Oxford Press, 1989. ISBN 019540730X

Archer, Lynn, et al. *Reading and Writing for Success*. Toronto: Harcourt Canada, 1997. ISBN 0774701978

Marney, Jo. "Brand Loyalty: A Marketeer's Teen Dream" in Workshop, Chris, ed. *Popular Culture*. Toronto: McGraw-Hill Ryerson, 1994. ISBN 0-07-551-454-0

Activity 3.5: Financial Experts

Time: 2 hours

Description

Students hear a presentation made by someone from the business world whose career focuses on helping people with their finances. Students create interview questions for this speaker and then use this writing skill to create questions to ask someone in their own lives. Students then take this information and transform it into a script. Students develop questioning and writing skills, which assists them with the culminating unit.

Strand(s): Writing and Language

Learning Expectations

WR2.01 - select and use appropriate forms to produce written work for specific audiences and purposes, with an emphasis on research reports, summaries, short analytical essays, and scripts;
WR2.02 - select and use a level of language and a voice appropriate to the specific purpose and intended audience of business and technical communications and expressive writing;
WR3.02 - select and use appropriate organizational patterns to structure expressive writing and multimedia presentations;
WR4.02 - revise drafts to improve precision and clarity of expression;
LG2.03 - use critical listening skills to analyse and assess the content of oral presentations;
LG2.04 - plan and deliver oral presentations and conduct interviews, with a focus on researching information and ideas, organizing, rehearsing, and revising;
LG1.04 - express themselves effectively in a variety of spoken and written communications, with a focus on using specialized vocabulary and figurative language and sustaining an appropriate style.

Prior Knowledge & Skills

- Oral speaking skills
- Script writing skills

Planning Notes

- Arrange for a guest speaker. This could be a banker, a credit counsellor, a financial advisor, or an investor. Video conferencing could be used for students in a remote area.
- Copy Bloom's Taxonomy.

Teaching/Learning Strategies

Teacher

3.5.1 informs students that there will be a guest speaker coming into the class to speak about financial issues.
3.5.2 teaches Bloom's Taxonomy of questioning to the students.

Students

3.5.3 create questions to ask the guest speaker.
3.5.4 use a variety of levels of Bloom's Taxonomy when creating the questions.
3.5.5 hand in the questions for assessment prior to the day the guest speaker arrives.

Teacher

3.5.6 assesses and gives anecdotal feedback on the questions created.
3.5.7 instructs students to use these questions to elicit information from the guest speaker, and to take notes.
3.5.8 instructs students to write a personal response to the information given by the guest speaker making specific reference to the information s/he gave.

Students

3.5.9 write a personal response to the guest speaker's information using specific references.

Teacher

3.5.10 informs students to choose someone in their own lives to interview about financial matters.
3.5.11 reviews script writing format with the students.
3.5.12 instructs students to write the interview questions, carry out the interview and then to use the information from both the guest speaker and the person interviewed to create a scripted telephone conversation where one person is giving financial advice to another using proper script format.

Students

3.5.13 complete the writing activities and have them peer-edited.
3.5.14 hand in polished copy of the script.

Assessment & Evaluation of Student Achievement

K/U – Knowledge/Understanding T/I – Thinking/Inquiry C – Communication A – Application

Formative	Two Sets of Interview Questions	Checklist	T/I, C, A
Formative	Personal Response	Anecdotal Feedback	K/U, C
Summative	Scripted Telephone Conversation	Rating Scale	K/U, C, T/I, A

Accommodations

- Review all interview questions with individual students.
- Encourage students to tape record the interviews so that they have the information recorded instead of taking notes.
- Use a computer to write final copy of the script.

Resources

Human resources – the financial guest speaker

Bloom's Taxonomy – http://www.coun.uvic.ca/learn/program/handouts/bloom.html

www.strongkids.com – teaches kids how to invest

Activity 3.6: Extra Extra!! Read All About It!

Time: 6 hours

Description

Students read a play with a financial theme. As a class, the teacher facilitates an analysis of the play according to the elements the playwright uses, how these elements enhance meaning, and character interpretation. The focus should be on how these elements portray the theme of finances. Through the employment of a learning log and a role-play interview, students track their mastery of these elements. Finally, with the aid of the learning log and a role-play interview, students write an informal report to analyse how the playwright used different elements and character development to illustrate a message with a financial theme. The presentation skill development will assist students in completing the course culminating unit.

Strand(s): Literature Studies and Reading, Writing, Language

Learning Expectations

WRV.03 - use a variety of organizational structures and patterns to produce coherent and effective written work;
WRV.04 - revise their written work, independently and collaboratively, with a focus on accuracy of information, coherent organization, clear expression, and effective style;
WRV.05 - edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate;
LI1.03 - select and use a variety of effective reading strategies;
LI2.01 - analyse how elements of research articles and plays reinforce the works' conclusions and themes;
LG1.01 - apply a variety of strategies to extend vocabulary while reading, with an emphasis on discerning nuances and judging the precision of words;
WR2.01 - select and use appropriate forms to produce written work for specific audiences and purposes, with an emphasis on research reports, summaries, short analytical essays, and scripts;
WR2.02 - select and use a level of language and a voice appropriate to the specific purpose and intended audience of business and technical communications and expressive writing;
WR3.02 - select and use appropriate organizational patterns to structure expressive writing and multimedia presentations.

Prior Knowledge & Skills

- Use of a learning log and some knowledge of play structure and character interpretation.

Planning Notes

- The teacher needs to remind students to use a separate notebook for their Learning Log.
- Make available a class set of dictionaries for vocabulary study.
- The teacher must recognize the time suggested for this activity and choose what is appropriate for the class.

Teaching/Learning Strategies

Teacher

3.6.1 asks students, prior to reading the play, to talk about their opinions of money. What problems can money bring? What positives can money offer? How is money valued by people? How many of our dreams are connected to a price tag? (Build on discussions from Activity 3.1.)

3.6.2 asks students to brainstorm their life goals.

3.6.3 records these goals on the board.

Students

3.6.4 sort dreams into ones that require money and ones that do not with the aid of a T-chart.

3.6.5 read much of the play aloud.

3.6.6 stop to discuss key elements and character development related to dreams (complete, burgeoning or broken).

Teacher

3.6.7 ensures that students keep their Learning Log up-to-date by providing them with ample time to write in their Learning Logs about character and play development with regard to the financial and dream theme.

3.6.8 presents a vocabulary study to aid student understanding of key play elements.

3.6.9 reviews the skills necessary for completing a role-play by modelling the expectations.

Students

3.6.10 role play an interview, done in partners between a character from the play and a "celebrity" interviewer. Explore a character's motivation with regards to finance and dreams. (See Appendices for a Role Play Interview Rubric.)

3.6.11 write an informal report using their Learning Log and perhaps, role play interview notes – to analyse how the playwright used different elements and character development to illustrate a financial message.

Assessment & Evaluation of Student Achievement

K/U – Knowledge/Understanding T/I – Thinking/Inquiry C – Communication A – Application

Formative	Learning Log	Anecdotal Comment	K/U, C
Summative	Role Play Interview	Rubric	K/U, T/I, C, A
Formative	Informal Report	Rating Scale	K/U, T/I, C, A

Resources

Hansberry, Lorraine. A Raisin in the Sun ISBN 0070829624

"Maslow's 'Hierarchy of Needs' Theory and the Younger Family in Hansberry's, A Raisin in the Sun" – http://www.csustan.edu/english/reuben/pal/chap8/hansberry.html

Shipley, Joseph T. *Dictionary of Word Origins.* ISBN 5250009019

Activity 3.7: Financial Fair

Time: 6 hours

Description

Students identify a component of the Financial unit that they find interesting and create a research plan in the form of a memo to further investigate the topic. Students research this topic in more detail through the use of a variety of forms of text. Students prepare a handout for their peers about this topic as well as a visual presentation for their topic; this may take the form of a display board, a triptych, or a media presentation. They organize their presentations in an area where other students can visit the various presentations and discuss the topics with the presenters. The combination of research, writing and presenting will assist students in completing the course culminating activity.

Strand(s): Literature Studies and Reading, Writing, Language and Media

Learning Expectations

WR3.02 - select and use appropriate organizational patterns to structure expressive writing and multimedia presentations;
WR2.02 - select and use a level of language and a voice appropriate to the specific purpose and intended audience of business and technical communications and expressive writing;
LI1.03 - select and use a variety of effective reading strategies;
WR4.04 - revise drafts to integrate researched information, ideas, and quotations appropriately and ethically, checking all material for accuracy;
WR5.01 - cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology;
WR5.02 - produce, format, and publish written work, using appropriate technology to share writing with intended audiences;
LG2.01 - communicate orally for a variety of purposes, with a focus on extending information and ideas; exploring possibilities; drawing conclusions; understanding and using business and technical concepts and language; and assessing ideas and arguments for coherence, relevance, omissions, and values.
LG2.04 - plan and deliver oral presentations and conduct interviews, with a focus on researching information and ideas, organizing, rehearsing, and revising;
LG2.05 - use techniques for making effective oral presentations, with a focus on previewing, reviewing, summarizing, using parallel structure, sustaining an appropriate tone, and incorporating props, handouts, charts and other visual aids, and technology;
MD2.01 - design or create media works based on ideas, themes, and issues examined in this course.

Prior Knowledge & Skills

- Presentation skills
- Research skills

Planning Notes

- The culminating activity will have been introduced at the beginning of the unit. At this time, seek support from the library staff to assist with research.
- Gather examples of brochures, flyers, articles, triptychs, and display board.
- Provide a rubric to enable students to understand the assessment criteria.
- Book the computer lab and resource centre for creation of products.

Teaching/Learning Strategies

Teacher

3.7.1 asks students to explain what a 'fair' is.

3.7.2 presents posters or newspaper ads presenting different types of fairs: agricultural fair, recruitment fair, craft fair, etc.

3.7.3 asks students, What goes on at a fair? Why do we attend these events?

3.7.4 explains that the culminating activity for this unit is a Financial Fair where the students create both a handout version of their information and a visual presentation for people to visit. These can be in the form of a brochure, flyer, article and a triptych (three panel display), display board or media presentation, respectively.

3.7.5 refers back to the presentation completed in Activity 3.3 as a reminder of what is expected in a presentation.

Students

3.7.6 participate in discussion about what a fair is and the reasons for attending.

Teacher

3.7.7 recaps the financial topics in a list.

Students

3.7.8 using the think/pair/share strategy, choose three topics in which they are interested and provide their reasons for their choice.

3.7.9 narrow down their choice to one area.

3.7.10 create a mind map of questions that they have about their topic.

3.7.11 identify a focus.

Teacher

3.7.12 presents a memo format using an exemplar.

3.7.13 instructs students to write a memo to the teacher explaining their choice for the financial fair. The memo should include the following information: topic, focus, reason for choice, questions about the topic, search key words to be used and due dates for plan of attack.

Students

3.7.14 complete memo and peer-edit memos in tutorial groups using a checklist.

Teacher

3.7.15 presents students with a peer-editing checklist with the following criteria:

Peer Editing Checklist for the Financial Fair Memo			
Do you have…?	**Yes**	**No**	**Comment**
Is the topic clear and does it have a focus?			
Are there reasons for this choice?			
Are there insightful questions about the topic?			
Are there several key words to use for researching the topic?			
Is there a plan of attack with due dates?			
Mechanics/writing is appropriate and clear.			

Students

3.7.16 revise memo and submit.

Teacher

3.7.17 assesses the memo and provide feedback.

3.7.18 allows time for student research and completion of research organizer.

Financial Fair Research Organizer		
Citation	**Key ideas**	**Additional Notes**

Students

3.7.19 research financial topic in the library/resource centre and on the Internet; complete the research organizer.

3.7.20 discuss research material with tutorial group.

Teacher

3.7.21 instructs students to prepare their presentation and handout.

3.7.22 presents marking scheme for presentation to students.

Presentation Marking Scheme		
Expectation	**Mark**	**Comment**
Organization and structure	/5 (K/U)	
Oral Presentation techniques	/5 (A)	
Effective communication	/5 (C)	
Effective media design	/5 (T/I)	

Students

3.7.23 complete handout and presentation.

Assessment & Evaluation of Student Achievement

K/U – Knowledge/Understanding T/I – Thinking/Inquiry C – Communication A – Application

Formative	Class Discussion	Learning Skills Checklist	K/U, T/I, C, A
Formative	Peer Editing of Memos	Editing Checklist	K/U, T/I, C, A
Formative	Research	Learning Skills Checklist for Teamwork and Participation	K/U, T/I, C, A
Summative	Oral Presentation	Presentation Marking Scheme	K/U, T/I, C, A
Summative	Handout	Anecdotal	K/U, T/I, C, A

Resources

Brochures and handouts advertising different fairs

Appendices

Glossary of Financial Terms

Asset: Something of monetary value.

Bank: A business establishment authorized to perform financial transactions.

Blue Chip Companies: The largest, most well-known companies with long records of solid earnings and regular dividend payments.

Broker: One who arranges the purchase and sale of assets; for example, a securities (stock) broker or mortgage broker. A broker does not buy or sell the asset, but simply brings buyers and sellers together.

Canada Pension Plan (CPP): A federally sponsored (except in Quebec) pension plan that requires mandatory contributions from salary or business income, and that guarantees a minimum monthly income for Canadians when they retire or are disabled.

Debit Cards: Bank cards that allow you to pay for goods and services by simply debiting your bank account at the point of purchase.

Diversification: The process of allocating your investment portfolio over many investment classes and types on order to reduce exposure to specific sources of risk.

Dow Jones Industrial Average (DJIA): An average of the prices of the shares of 30 blue chip companies traded on the New York Stock Exchange (which is the most important stock exchange in the world). The DJIA is widely followed as a barometer of the New York Stock Exchange's performance.

Exchange Rate: The price of one country's currency in terms of another country's currency.

Financial Planners: Professionals who design financial plans for individuals and companies, including issues such as tax planning, retirement planning, and estate planning. Financial planners generally work from one of three basic compensation schemes: 1) commissions generated from products the planner sells, e.g., insurance products, 2) a fee-for-service arrangement, where costs are set as a fixed fee or hourly rate, or 3) a combination or fees and commissions.

Interest Income: Money paid by a borrower to a lender.

Interest Rate: The rate of interest charged by the lender and paid by the borrower.

Invest: To commit money in order to gain profit or interest.

Mutual Fund: A company that invests in securities using money raised from selling shares to individual investors. The company offers its organizational, managerial and investment skills to the investor for a fixed fee per year.

North American Free Trade Agreement (NAFTA): An agreement between the US, Canada, and Mexico, that generally allows for the duty-free movement of goods and services across borders.

Registered Retirement Savings Plan (RRSP): A tax-sheltered investment plan. The contributions to the plan are tax deductible, and the income, dividends and capital gains realized within the plan, are not taxed until the plan matures.

Yield: The investor's expected cash flow from an investment.

Additional terms: *stocks, bonds, return, foreclosure, collection agency, debit, credit, balance, credit rating*

Origin and Roots of Selected Glossary Terms

Asset: This word was first used to describe the money a dead man leaves to clear away his debts. It was spelled *aseth* in *Piers Plowman* (ca. 1370), from Goth.

Bank: This word seems to have come from similar forms in both the north and south of Europe: Anglo-Saxon *banke*, from *benc*; and Latin *bancus*. Its original sense was something flat, like a shelf. Through carpentry, it became our word bench. Moneychangers used to sit with the foreign moneys on a 'bench' before them; hence a bank is a place where money is handled.

Broker: After a deal, men would *broach* a cask of wine. But the man that opened it was the first *broker* (Middle English *brocour*, from Latin *broccare*, to tap a cask). From wine merchant, the term was broadened to any retail dealer, such as the *pawnbroker*; or to any middleman in a transaction.

Finance (Financial Planner): This was originally a payment that settled matters, and brought concern and accounts to an end (Latin *financia*, from *finare*, to pay a fine; also, from Latin *finis*, a settled payment).

Invest: The practice of fitting-out the young man in smart clothes before he went forth to make his fortune led to the early figurative use (Italian *investire*, 13th Century) of *invest*, to clothe, in the sense of putting money into something with the hope of profit.

Note: Joseph T. Shipley's *Dictionary of Word Origins.* ISBN 5250009019 was consulted for the above origins.

Role Play Interview Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding - knowledge of character demonstrated through consistent portrayal	- shows limited knowledge of character and inconsistent portrayal	- shows some knowledge of character and inconsistent portrayal	- shows considerable knowledge of character and consistent portrayal	- shows thorough knowledge of character and confident and sensitive portrayal
Thinking/Inquiry interview questions and answers inquiry skills - formulate questions - plan - select facts - assess information - form conclusions	- explains and analyses with limited effectiveness - applies few inquiry skills	- explains and analyses with some effectiveness - applies some inquiry skills	- explains and analyses with considerable effectiveness - applies considerable inquiry skills	- explains and analyses with a high degree of effectiveness - applies all or almost all inquiry skills thoroughly
Communication clarity order (organization)	- communicates information and ideas with limited clarity - organized with limited clarity	- communicates ideas and information with some clarity - organized with some clarity	- communicates information with considerable clarity - organized with considerable clarity	- communicates ideas and information with a high degree of clarity and confidence - organized with a high degree of clarity
Application eye contact body language word choice voice	- limited use of eye contact to underline the message - limited use of hand movements, voice or stance to underline message - pays limited attention to word choice - limited audibility	- some use of eye contact to underline the message - uses some hand movements, voice or stance to underline the message - chooses words with some care to complete message to audience - some audibility	- considerable use of eye contact to underline the message - uses considerable and appropriate body language to help make a point - makes word choices that reflect a considerable level of vocabulary - considerable audibility	- a high degree of eye contact is used to underline the message - uses body language thoroughly, purposefully, and emphatically to underscore messages - makes word choices that reflect a high command of vocabulary - a high degree of audibility

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Supported Opinion Paragraph Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- limited understanding of ideas, information, and issues	- some understanding of ideas, information, and issues	- considerable understanding of ideas, information, and issues	- thorough, insightful understanding of ideas, information, and issues
Thinking/ Inquiry	- limited effectiveness in analysing and interpreting the issues	- analyses and interprets the issues with some effectiveness	- analyses and interprets the issues with considerable effectiveness	- analyses and interprets the issues with a high degree of effectiveness and insight
Communication Topic Sentence	- states topic with limited clarity	- states topic with some clarity	- states topic with considerable clarity	- states topic with a high degree and confidence
Concluding Sentence	- displays limited clarity, no connection to topic	- some sense of summary but does not relate to topic sentence	- summarizes and relates considerably to topic sentence	- thorough summary of paragraph and communicates a strong relationship to the topic sentence
Supporting Sentences	- examples/ references provide limited support to the topic	- provides some support for the topic	- provides several supporting examples	- provides information and ideas to support topic sentence to a high degree
Transition Words	- limited use of transition words or phrases/awkward connections	- some transition words or phrases	- appropriate and considerable use of several transition words or phrases	- skillful, effective, thorough, and confident use of transition words or phrases
Application Language Conventions	- uses language conventions with limited accuracy and effectiveness	- uses language conventions with some accuracy and effectiveness	- uses language conventions with considerable accuracy and effectiveness	- uses language conventions thoroughly, accurately, and effectively all or almost all of the time

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.